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ST MARY'S  
SCHOOL



1919-20

BULLETIN

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PANORAMIC VIEW OF ST. MARY'S, RALEIGH, N. C.

JULY, 1919

SERIES 8, NO. 2

# ST. MARY'S SCHOOL

BULLETIN



RALEIGH, N. C.

CATALOGUE  
NUMBER

PUBLISHED QUARTERLY BY ST. MARY'S SCHOOL  
RALEIGH, NORTH CAROLINA

ENTERED JULY 3, 1905, AT RALEIGH, N. C., AS SECOND CLASS MATTER  
UNDER ACT OF CONGRESS OF JULY 16. 1894

Saint Mary's School Library



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# CALENDAR FOR 1919-1920

1919

- September 15, Monday..... Faculty asseble at St. Mary's.  
September 16, Tuesday..... Registration and Classification of City Students;  
New Boarding Students report by 7 P. M.  
September 17, Wednesday..... Preliminary Examinations; Old Boarding Stu-  
dents report by 7 P. M.; Registration and Classi-  
fication of Boarding Students.  
September 18, Thursday..... Opening service of Advent Term (First Half-  
year) at 9 A. M.  
November 1, Saturday..... All Saints' Founders' Day.  
November 20, Thursday..... Second Quarter begins.  
November 27, Thursday..... Thanksgiving Day.  
December 18, Thursday..... Christmas Recess begins at 3 P. M.

1920

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|--------------------------------|--|
| January 6, Tuesday.....        | All Boarding Students report by 7 P. M.                          |
| January 22, Thursday.....      | Easter Term (Second Half-year) begins.                           |
| February 18, Ash Wednesday.... | Lent begins.   |
| March 18, Thursday.....        | Last Quarter begins.   |
| March 28, Palm Sunday.....     | Annual visit of the Bishop for Confirmation.                     |
| April 2, Good Friday.....      | Holy Day.  |
| April 4.....                   | Easter Day.  |
| May 12, Wednesday.....         | Alumnæ Day: 78th Anniversary of the Found-<br>ing of St. Mary's. |
| May 23-25.....                 | Commencement Season.   |
| September 16, Thursday.....    | 79th Session begins.   |

No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, or from Palm Sunday to Easter, inclusive. The only recess is at Christmas.

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# THE BOARD OF TRUSTEES

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## THE BISHOPS

Rt. Rev. Joseph Blount Cheshire, D.D., Chairman ..... Raleigh, N. C.  
Rt. Rev. William Alexander Guerry, D.D. .... Charleston, S. C.  
Rt. Rev. Junius M. Horner, D.D. .... Asheville, N. C.  
Rt. Rev. Thomas C. Darst, D.D. .... Wilmington, N. C.

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### East Carolina

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Mr. Geo. C. Royall, Goldsboro (until 1924)	Mr. Frank Wood, Edenton (until 1921)

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Mr. P. T. Hayne, Greenville (until 1920)	Mr. T. W. Bacot, Charleston (until 1920)

### Asheville

Rev. F. P. Lobdell, Rutherfordton	Rev. H. N. Bowne, Tryon
Hon. Wm. A. Hoke, Lincolnton (until 1922)	Mr. W. D. Anderson, Gastonia (until 1920)

## *Executive Committee*

Rt. Rev. J. B. Cheshire, D.D., Chairman	
Col. Chas. E. Johnson	Dr. R. H. Lewis
Hon. W. A. Hoke	Mr. George C. Royall
Mr. D. Y. Cooper	

## *Secretary and Treasurer*

Dr. K. P. Battle, Jr., Raleigh, N. C.

## *Committee on Raising the Building and Endowment Fund*

Rev. Isaac W. Hughes, Chairman	
Mr. George C. Royall	Mr. Graham H. Andrews

## *Special Representative of the Trustees for the Purpose of Raising the Fund*

Rev. Francis M. Osborne, Raleigh, N. C.

# THE FACULTY AND OFFICERS OF ST. MARY'S

1919-20

Rev. WARREN W. WAY.....	Rector
Mrs. CHARLES E. PERKINS.....	Lady Principal
ERNEST CRUIKSHANK.....	Secretary and Business Manager

## THE ACADEMIC DEPARTMENT

Rev. WARREN W. WAY.....	Bible and Ethics
(A.B., Hobart College, 1897; General Theological Seminary. Rector of Grace Church, Cortland, N. Y., 1900-14; Rector of St. Luke's Church, Salisbury, 1914-18. Rector of St. Mary's, 1918—)	
WILLIAM E. STONE.....	History and Political Science
(A.B., Harvard, 1882. Principal, Edenton (N. C.) Academy, 1901-02; Master in Porter Academy, Charleston, 1902-03. St. Mary's, 1903—)	
ERNEST CRUIKSHANK.....	Psychology and Current History
(A.B., Washington College, Md., 1897; A.M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)	
FRANCES RANNEY BOTTUM.....	Science
(San Diego (Cal.) Normal College, 1910-11; graduate St. Mary's, 1912; summer student, Teacher's College, Columbia University, 1913, 1914; George Peabody College for Teachers, 1916-19. St. Mary's, 1912—)	
LEAH AUGUSTA DENNIS.....	English
(A.B., Northwestern University, 1913; A.M., 1914. Teacher in Grafton Hall, 1914; Southern College, Petersburg, Va., 1917-18. St. Mary's, 1918—)	
MARY SEARLE.....	Mathematics
(B.S., Wellesley College, 1887. Teacher in Miss Hall's School, Baltimore, 1891-1900; The Arundell School, Baltimore, 1900-16; Sweet Briar College, 1916-19. St. Mary's, 1919—)	
GRACE EVANS ST. JOHN.....	English
(A.B., Barnard College, Columbia University, 1916. Teacher in Hardwick Academy, Vt., 1916-17; Millville (N. J.) High School, 1917-18. St. Mary's, 1919—)	
ELIZABETH E. SHEARER.....	French
(A.B., Mount Holyoke College, 1896; graduate student, Columbia University; student in France and Italy; Associate Member Archaeological Society of America. Teacher in Brooklyn Heights Seminary, N. Y.; Queens College, Charlotte, 1914-17; Shorter College, Ga., 1917-19. St. Mary's, 1919—)	
LOULIE M. WILSON.....	Latin
(B.A., Sweet Briar College, 1912; student, Winthrop College, S. C., 1905-08; summer session, Columbia University, 1918. Teacher in St. Margaret's Hall, Boise, 1913-15; The Cathedral School, Orlando, Fla., 1916-17; St. Jeanne's School, Roanoke, Va., 1917-19. St. Mary's, 1919—)	
KATHERINE QUACKENBOS.....	Spanish and French
(A.B., Barnard College, 1917. St. Mary's, 1919—)	
FLORENCE C. DAVIS.....	Elocution
(B.O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)	

AMAIE BIERCE.....Physical Director  
(Graduate The Savage School for Physical Education, New York City, 1916;  
Teacher Brerestead School, Lake George, 1916-17; Brantwood Hall, N. Y.,  
1917-18. St. Mary's, 1918—)

## MUSIC DEPARTMENT

R. BLINN OWEN, Director.....Voice, Organ  
(M.Mus., Detroit School of Music; pupil of Zimmermann, Mazurette, Theo.  
Beach of Detroit; Kreutschmar, in New York, Ellison Van Hoose; Teacher  
in Detroit and New York; private teacher in Bluefield, W. Va., and Greens-  
boro, N. C., 1906-09; Organist and Choir Director, Christ Church, Raleigh,  
1909-18; Director St. Cecelia Club, etc. St. Mary's, 1909—; Director of Music,  
1917—)

MARTHA A. DOWD.....Piano, Theory, History of Music  
(Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack;  
of Edwin Farmer in New York, 1915; President N. C. Music Teachers' Asso-  
ciation, 1916—. St. Mary's, 1886—; Director of Music, 1908-17)

EBIE ROBERTS.....Piano  
(Pupil in Piano of James P. Brawley, Blinn Owen; in Harmony of John A.  
Simpson; in Organ of Wade Brown; Certificate in the Burroughs Method;  
Columbia University, summer session, 1916. Private teacher; St. Mary's,  
1913—)

GUSTAV HAGEDORN.....Violin  
(Pupil of Adolph Hahn and Leopold Lichtenberg; of Issay Barmas and Edgar  
Stillman Kelly, Berlin. Five years member of the Cincinnati Symphony Or-  
chestra; Professor of Violin, Orchestra Instruments, etc., Meredith College,  
1906-15; Dean of the Meredith College School of Music, 1912-15; Director of  
Music, University of North Carolina Summer School, 1912—; President  
N. C. Music Teachers' Association, 1913-14. St. Mary's, 1916—)

SUE KYLE SOUTHWICK.....Piano  
(Graduate New England Conservatory, 1918. Private teacher, Alvin and Gal-  
veston, Texas, 1911-17. St. Mary's, 1918—)

MARGUERITE WEBSTER GESNER.....Voice  
(Graduate New England Conservatory, 1919. St. Mary's, 1919—)

## ART DEPARTMENT

CLARA I. FENNER, Director.....Drawing, Painting, Design, etc.  
(Graduate Maryland Institute School of Art and Design; special student  
Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St.  
Mary's, 1892-96; 1902—)

## EXPRESSION DEPARTMENT

FLORENCE C. DAVIS, Director.....Elocution, Dramatic Art  
(B.O., Emerson College, Boston, 1906; Elmira College, N. Y.; Posse Gym-  
nasium, Boston; pupil of Edith Herrick, Boston, summers 1911-13-14 (Leland  
Powers Method). Private studio, Elmira; substitute teacher, Miss Metcalf's  
School, Tarrytown, 1908; teacher, Reidsville Seminary, N. C., 1909-11.  
Director of Expression, St. Mary's, 1911—)

## BUSINESS DEPARTMENT

LIZZIE H. LEE, Director..... Stenography, Typewriting, Bookkeeping  
 (Director of the Department, 1896—)

## HOME ECONOMICS DEPARTMENT

GENEVIEVE LEGGETT..... Domestic Science, Domestic Art  
 (Graduate Mechanics Institute, Rochester, N. Y., Household Science Normal  
 Course, 1919. St. Mary's, 1919—)

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 OFFICERS, 1919-20
 

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Rev. WARREN W. WAY..... Rector

Mrs. CHARLES E. PERKINS..... Lady Principal

Mrs. NANNIE H. MARRIOTT..... Dietitian

Miss FLORENCE W. TALBOT..... Housekeeper

Miss ANNIE ALEXANDER, R. N..... Matron of the Infirmary  
 (Graduate of St. Vincent's Hospital, Norfolk, Va.)

Dr. A. W. KNOX..... School Physician

ERNEST CRUIKSHANK..... Secretary and Business Manager

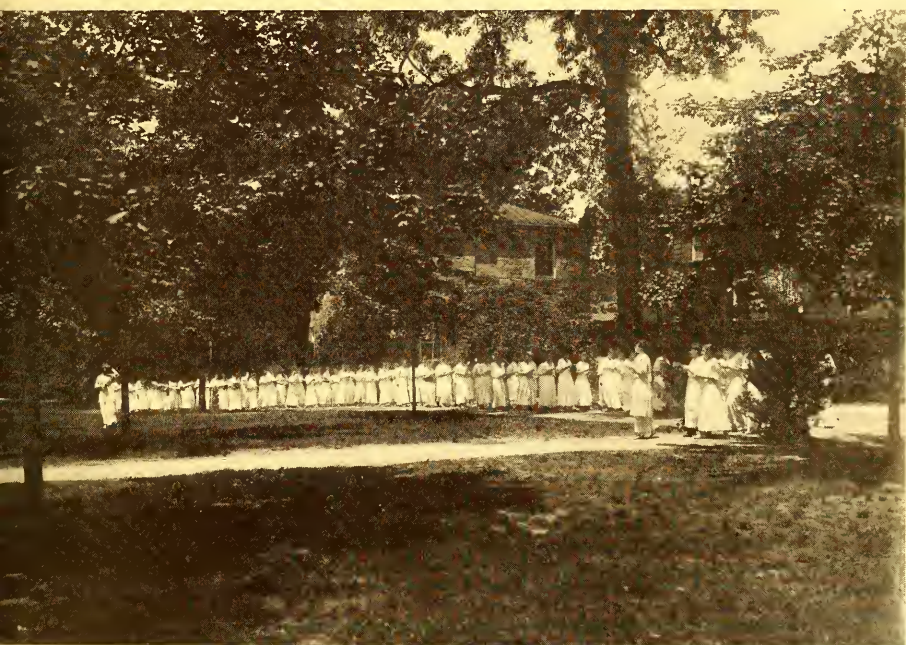
Miss JULIET B. SUTTON..... Secretary to the Rector

Miss ANNE NEAVE..... Office Secretary





THE GRANDDAUGHTERS OF ST. MARY'S, 1919  
*(Daughters, Granddaughters, and Great-Granddaughters of Former Pupils)*



CLASS DAY  
*The Student Procession*





THE DIRECTOR'S VOICE STUDIO



THE MU BASKETBALL TEAM, 1919  
*Winners of the Inter-association Championship*

## FOREWORD

**I**N THIS foreword it is the purpose to make clear to those who are interested some of the special advantages and characteristics of St. Mary's: its well-earned prestige; its scholarship; its care for the health and well-being of the students; and its influence on character building.

St. Mary's is an old school. It has completed its seventy-seventh year, having been established by the Rev. Aldert Smedes, D.D., in 1842. For twenty-two years it has been the property of the Episcopal Church in the two Carolinas. It is the largest, in the United States, of the boarding schools for young women maintained by the Episcopal Church, and is also one of the oldest. The love and respect of former students brings yearly many of their daughters, granddaughters and, in a few instances, their great-granddaughters to their old school, and the devotion to St. Mary's ideals has potent influence now, as at all times, in her long history.

On the side of the educational work accomplished, St. Mary's prepares students for admission to Women's Colleges of the highest standard, and gives two years of advanced work in its Junior and Senior classes. Its curriculum affords a complete and well-rounded education for that large number of young women who desire to do advanced work but do not care to take a full college standard A. B. course.

Attention to the health of the students is of supreme importance at St. Mary's. It is the constant aim of all those in authority so to guard the girls as to prevent illness. The school has a modern infirmary with a matron, who is a graduate nurse, always in charge; the school physician makes daily visits to the School, and is subject to call at any time; a directress of physical training examines each student, recommends such exercise as is needed in each individual case, and supervises all indoor and outdoor exercises and games with a view to proper and suitable physical development.

The sanitary conditions are in every way of the best; the use of modern preventive methods is urged as, for instance, inoculation against typhoid fever and smallpox; parents are at once informed of any outbreak of disease; the city water is of excellent quality. Intelligent attention to all these matters for many years has resulted in a remarkable freedom from serious illness or from epidemic disease of any kind.

Equal care is given to the safety of the students. No fire, of any kind, is used in any of the buildings occupied by students, except in the use of gas in the Home Economics Department. The fires for cooking and heating are in distant, separated buildings. Each building is equipped with fire extinguishers and fire escapes. In the main buildings there are two standpipes with continuous water pressure, hose long enough to reach to the farthest point, and with connection for the City Fire Department hose.

St. Mary's has well won traditions for the refined and lady-like bearing of its students, a reputation which it is the privilege of the teachers of the present day to maintain. One of the first lessons that is learned by the new student is the fact that there are certain things which a St. Mary's girl may or may not do. The most impressive fact in the life of the school is the spiritual side, the development of high-minded, good women. No building at St. Mary's endears itself quite so much to the girls as the old chapel, where for so many years the girls have met for daily morning and evening prayer, imbibing unconsciously, perhaps, those aspirations for a higher, nobler life which result in developing and perfecting true womanhood.

# ST. MARY'S SCHOOL

## HISTORY AND DESCRIPTION

**S**T. MARY'S SCHOOL was founded May 12th, 1842, by the Rev. Aldert Smedes, D.D. It was established as a church school for girls, and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building, now called Smedes Hall after the founder, were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful, and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave St. Mary's its name, and threw open its doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War between the States St. Mary's was at the same time school and refuge for those driven



from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy were sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving St. Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, St. Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 a charter was granted by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation—The Trustees of St. Mary's School—consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it,



but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, this purchase debt was lifted, and the School became the unencumbered property of the Church in the Carolinas.

Under this ownership there have been great improvements in new equipment and new buildings, made possible largely by the legacy of Miss Eleanor Clement, a former teacher, and by the present campaign for an Endowment Fund.

Dr. Bennett Smedes, who had long wished for the disposition of St. Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. He was succeeded by the Rev. Theodore Dubose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., who administered the affairs of the School very successfully until he entered upon his duties as Bishop of Mississippi in the summer of 1903, when Rev. McNeely Dubose, Rector of Trinity Church, Asheville, N. C., became Rector. Under his devoted and loving care the School continued its usefulness for four years until his resignation in 1907 when Rev. George W. Lay, of St. Paul's School, Concord, N. H., took charge. His aggressive and active management for eleven years added greatly to the success of the School. The present Rector, Rev. Warren W. Way, formerly Rector of St. Luke's Church, Salisbury, N. C., began his duties in the summer of 1918.

### EDUCATIONAL POSITION.

During the life of the founder, St. Mary's was a high-class school for the general education of girls, the training being regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work without sacrificing the special features for which the School stands, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of St. Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and universities," and at the annual meeting in May, 1900, the Trustees determined to establish the "College." This "College Course" at St. Mary's covers the requirements for entrance to colleges of the highest standard, followed by two years of advanced work.

While High School graduates enter the Freshman Class at St. Mary's, it is possible for most of them to complete the course in three years. In a very few cases High School graduates have graduated in two years. The Junior and Senior courses are especially designed to give an advanced and well-rounded course to students who do not intend to enter any higher institution of learning, and the Academic work is supplemented, for those who desire it, by courses in departments of Music, Art, Home Economics, Business, and Expression.

The organization, requirements and courses of each of these departments are described at length in this catalogue.

A graduate of St. Mary's receives a diploma; but no degree has ever been conferred, although the power to confer degrees is specified in the charter.

## LOCATION

Raleigh, the Capital of North Carolina, is very accessible. The Southern, the Seaboard Air Line, and the Norfolk Southern railroads give ready and rapid communication with points in all directions, with through Pullman service, for example, from New York, Philadelphia, Washington, Richmond, Norfolk, Asheville, Atlanta, Jacksonville, and Savannah. Raleigh is especially well situated for all points in Florida, Georgia, the Carolinas, Virginia, and the Eastern Shore of Maryland and Delaware.

Raleigh is situated on the eastern border of the elevated Piedmont belt, while a few miles to the east the broad, level lands of the

Atlantic Coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere, and perfect drainage, and propinquity to the ocean sufficiently close to temper very perceptibly the severity of the winter climate. The surrounding country is fertile and prosperous, affording an excellent market.

### CAMPUS, BUILDINGS, AND GENERAL EQUIPMENT.

St. Mary's is situated on the highest elevation in the city, about a half-mile due west of the Capitol, surrounded by its twenty-four acre grove of oak and pine, with a frontage of fourteen hundred feet on one of the most beautiful residence streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basketball grounds for outdoor exercise.

### THE BUILDINGS.

The buildings are twelve in number, conveniently grouped and connected by covered ways in such a way that a student is always protected from the weather. They are heated by steam, lighted by electricity, and abundantly provided with fire escapes, fire extinguishers, and fire hose for fire protection.

The central group of buildings is formed by the Main Building, remodeled in the summer of 1919 and now called *Smedes Hall*, and the two *Wings, East and West*, all three of brick, three and a half stories high. On the ground floor of *Smedes Hall* are the rooms of the Home Economics Department, and recitation rooms; on the first floor, the spacious parlor with its handsome portraits, and the School Room; on the second floor, conveniently located, are the office and rooms of the Lady Principal, and a large lounging room for students. The remainder of the building is devoted to rooms for students. East and West Wings have class rooms on the ground floor and students' rooms on the other floors. All students' rooms

in all dormitory buildings are furnished with single beds, and have individual clothes closets. Trunks are stored in special trunk rooms. There are bath rooms on each floor.

The *East* and *West Rock* buildings, of stone, are connected with the central group by covered ways. East Rock has the business offices, the Rector's office, the Post Office and the Teachers' Sitting Room on the ground floor, and students' rooms on the second floor. West Rock is given up entirely to rooms for students and teachers.

*Senior Hall*, a two-story frame building of wood, contains rooms for teachers and for older students.

*Clement Hall*, built from funds bequeathed by a former teacher, Miss Eleanor Clement, is a large brick building, forming one side of a proposed quadrangle back of Smedes Hall, with which it is connected by a covered way. On the ground floor is the Gymnasium 50 by 90 feet; on the floor above, the spacious, airy dining hall, capable of seating comfortably three hundred people, with serving room, dietitian's office, kitchen, store rooms, etc., at the rear.

The *Art Building*, a two-story brick building, of Gothic design, has the Library and class rooms on the ground floor, and the spacious, well-lighted Art Studio, 26 by 64 feet, a Music Studio, and the Science Laboratory on the second floor.

The *Eliza Battle Pittman Memorial Auditorium*, immediately east of the Art Building, was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in memory of her daughter, formerly a student of St. Mary's.

The *Piano Practice Rooms*, twenty in number, are located along a covered way connecting the other buildings with the Art Building. They add greatly to the effective work of the Music School, and are so located that the practising does not disturb the classes.

The *Chapel*, designed by Upjohn, built in the early days of the School, and entirely rebuilt in 1905 through the efforts of the Alumnæ, is cruciform in shape, and has over three hundred sittings. It is furnished with a pipe organ of two manuals and sixteen stops,

a memorial gift of Mrs. Bennett Smedes. In it the services of the Church are held daily.

The Infirmary, built in 1903, is the general hospital for ordinary cases of sickness. It contains two large wards, a private ward, rooms for the Matron, pantry, and bathroom. The Annex, a separate building, provides facilities for isolation in case of contagious disease.

The steam heating system of the School is being entirely renovated in the summer of 1919, and the *Boiler House* and *Laundry*, a separate building of several units apart from the other buildings, contains the boiler room, the hot water plant, and the well-equipped steam laundry.

The *Rectory* of St. Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the Rector's family. The *Cottage*, home of the Business Manager's family, is located to the east of the other buildings to the rear of the Auditorium.

On the east side of the grove, entirely independent of the School, is the episcopal residence of the Diocese of North Carolina, "Ravenscroft."

### THE LIFE AT ST. MARY'S

The aim of St. Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual with all the care that love for young people and wisdom in controlling them render possible.

The students are distributed, partly in accordance with age and classification, among the ten halls. Most of the rooms are rooms for two, but there are a few single rooms, and some rooms for three.

Each Hall is presided over by a teacher who acts as Hall Mother. The Hall Mothers have special opportunities for correcting the faults and for training the character of the students under their charge, and these opportunities have been used with marked results.

The school hours are spent in recitation, in music practice, or in study in the Study Hall or Library, the more advanced students being allowed to study in their rooms.

#### RECREATION PERIODS

The latter part of the afternoon is free for recreation and exercise, and the students are encouraged to be as much as possible in the open air, and are also required to take some definite exercise daily. In addition to this exercise each student (not a Junior or Senior) is required to take definite class instruction and practice in Physical Training three times a week under the direction of the Director of Physical Training. A special division is provided for those who are delicate or require some special treatment.

A half-hour of recreation is enjoyed by the students before the evening study period, when they gather in the roomy Parlor, with its old associations and fine collection of old paintings, and enjoy dancing and other social diversions.

#### THE LIBRARY

The Library, located in the Art Building, is the center of the literary life of the School. It contains upward of twenty-five hundred volumes, including encyclopedias and reference works, and the leading current periodicals and papers. The Library is essentially a work room, and is open throughout the day, and to advanced students at night for special reading and reference work. The attention of the students is called frequently to the importance of making constant and careful use of its resources.

#### CHAPEL SERVICES

The Chapel is the soul of St. Mary's, and twice daily teachers and students gather there on a common footing. During the session the religious exercises are conducted very much as in any well-ordered congregation. As St. Mary's is distinctly a Church school,



*all resident students are required to attend the daily services and also those on Sunday.* Regular non-resident students are only required to attend the morning services, and only on the days when recitations are held.

The systematic study of the Bible is a regular part of the school course, and in addition, on Sunday morning the resident students spend a half-hour in religious instruction.

#### CARE OF HEALTH

Whenever a student is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go to the Infirmary, where she is removed from the noise of the student life, and may receive special attention away from contact with the other students. The matron of the Infirmary has general care of the health of the students, and endeavors to win them by personal influence to such habits of life as will prevent breakdowns, and help them overcome any tendencies to sickness. Even a slight indisposition is taken in hand at the beginning, and thus its development into serious sickness is prevented.

The employment of a School Physician enables the School to keep very close supervision over the health of the students. The ordinary attendance of the physician, and such small doses as students need from time to time, are included in the general charge. This arrangement leaves the School free to call in the Physician at any time, and thus in many cases to use preventive measures, when under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

#### PHYSICAL TRAINING

The spiritual and mental are undoubtedly of higher ultimate importance than the physical, but physical welfare is fundamentally of first importance. Every effort has therefore been made at St. Mary's to secure the best physical development and the highest

grade of physical health. The very best teaching and the greatest efforts of the student will be of no avail if the physical health is poor, and, what is of more importance, the best education that one can obtain will be comparatively useless in later years, unless one has secured good physical development, good physical habits and a robust condition of general health.

The Physical Director devotes herself entirely to Physical Training, and is thoroughly prepared to get good results from this department of the school life.

The Gymnasium is well equipped, and the Physical Exercises are arranged with a large scope, which is producing increasingly better results. The exercises, when possible, are taken out of doors, but some of them are conducted in the gymnasium for the purpose of exercise in special lines suited to each individual student. A careful record is kept of the measurements and strength in certain particulars of each student, and reports indicating the changes in these matters are sent to the parents twice a year. This enables the parents to see what progress has been made, and also tends to increase the interest of the students themselves in the physical development which they ought to cultivate.



## THE SCHOOL WORK

The School Year is divided into two terms of seventeen school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the student. Reports are mailed monthly.

It is required that each student shall be present *at the beginning* of the session, and that her attendance shall be regular and punctual *to the end*. Sickness or other unavoidable cause is the only excuse accepted for non-attendance or tardiness. The amount of work to be done, and the fact that it must be done within the time planned, makes this rule necessary to the progress of the student in her course.

Absence at the beginning of the session retards the proper work of the class, and is therefore unfair to the School as a whole.

### THE INTELLECTUAL TRAINING.

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life, whether it be the recitation, the study hour, the individual help, or some other feature of the School management.

### LECTURES AND RECITALS

An important element in the intellectual life of St. Mary's is the course of lectures which has been of much value to the students, and is intended to be a feature of the school life. In addition,

there are given at stated times recitals by visiting artists, by the Musical Faculty, and by the students of the Music Department.

## STUDENT ORGANIZATIONS

While the regular duties at St. Mary's leave few idle moments for the students, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties, and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

### THE WOMAN'S AUXILIARY

The missionary interests of the School, as a whole, are supplemented by the work of the branches of the Auxiliary. The Senior branch is made up of members of the Faculty; the students make up eight Chapters of the Junior Auxiliary, each Chapter being directed by a teacher chosen by its members. These Chapters are known respectively as St. Anne's, St. Catherine's, St. Elizabeth's, St. Margaret's, St. Monica's, St. Agnes', Lucy Bratton, and Kate McKimmon.

The work of the individual Chapters varies somewhat from year to year, but they jointly maintain regularly "The Aldert Smedes Scholarship" in the China Mission, "The Bennett Smedes Scholarship" in the Thompson Orphanage, Charlotte, a Bible Woman in China, and other beneficent work.

### THE ALTAR GUILD

The Altar Guild has charge of the altar and the decoration of the Chapel.

### THE LITERARY SOCIETIES

The work of the two Literary Societies—the Sigma Lambda and the Epsilon Alpha Pi—which meet on Tuesday evenings, does much

to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the Southern poets—Sidney Lanier and Edgar Allan Poe. The annual inter-society debates are a feature of the school life. Both resident and local students are eligible to membership in these societies.

#### THE MUSE CLUB

The students publish monthly a school magazine, *The St. Mary's Muse*, with the news of the School and its alumnæ, and issue annually a year book, *The Muse*, with the photographs, illustrations, etc., that make it a valued souvenir.

The Muse Club is organized for encouraging contributions to these publications, and supplementing the regular class work and the work of the literary societies, and holds its meetings weekly.

#### THE SKETCH CLUB

The Sketch Club is under the supervision of the Art Department. Frequent excursions are made during the pleasant fall and spring weather for the purpose of sketching from nature, etc.

#### THE DRAMATIC CLUB

The Dramatic Club is under the supervision of the Expression Department. Opportunity is afforded for simple general training that is frequently valuable in teaching poise, enunciation, and expression, while care is taken not to allow any exaggeration.

The members of the Club present annually one or more simple dramas.

#### MUSICAL ORGANIZATIONS

The Choir, the Chorus, and the Sight Singing Class afford students, both in and out of the Music Department, opportunity to develop their musical talent under very agreeable conditions.

## ATHLETIC CLUBS

In addition to the regular instruction given by a competent teacher, the students, with advisers from the Faculty, have two voluntary athletic associations, the object of which is to foster interest in out-of-door sports. These associations are known respectively as Sigma and Mu, from the initials of St. Mary's.

The associations have walking clubs, tennis tournaments, basketball, volleyball, and captainball teams, and inter-association meets. Every girl has an opportunity to play on some team. Letters are awarded to the best players in tennis, basketball and volleyball.





THE SKETCH CLUB IN THE STUDIO



THE DRAMATIC CLUB IN "THE ADVENTURE OF LADY URSULA"





IN THE GYMNASIUM, CLEMENT HALL



TENNIS PLAYERS GATHERED ON FRONT COURTS

# WORK OF THE DEPARTMENTS

## ACADEMIC DEPARTMENT

### I. The Preparatory School; II. The College

#### I. THE PREPARATORY SCHOOL

The Preparatory School covers the first two years (9th and 10th grades) of a High School of the *highest standard*.

The two years of the Preparatory School and the first two years of the "College" cover the work of the best High Schools, and the courses are numbered for convenience A, B, C and D. (See pages 41 et seq.) These four years, with courses properly chosen, should prepare the student for entrance into the most advanced standard colleges.

The course in the Preparatory School is closely prescribed, and each student is expected to adhere to it.

Admission to the Preparatory School is allowed provisionally on certificate without examination; but candidates are advised also to take such examinations as are necessary.

At entrance every student is expected to select some definite course, and afterwards to keep to it. This course, when once agreed on, cannot be changed after entrance without the parent's consent. This requirement is not intended to hinder those who, coming to take a special course in Music, Art, Business, or Home Economics, desire to occupy their spare time profitably in some one or more of the courses of the College.

#### II. THE "COLLEGE"

The first two years of the present college course are intended to complete the work of a *first-class* high school, and the student is limited in well-defined lines and not permitted to specialize or take elective work except within narrow limits; in the last two years

the courses are conducted on college lines, and the student, under advice, is permitted in large measure to elect the lines of work best suited to her taste and ability.

The course at St. Mary's is of a type that has been given by many of the higher institutions for the education of women in the South, and is the one suited to the need of the large majority of students. It is therefore designed to be complete in itself.

At the same time those who desire to enter some higher institution after graduation from St. Mary's can be prepared to do so. Such students should note carefully that to attain the desired end they must *give notice of their intention* and of the college to which they wish to go *at the beginning of their Freshman year*: their courses must be selected with a view to the requirements of the college to which they wish to go; and they should take the necessary examinations for entrance and advanced standing in that college each year as they are prepared in the various subjects. The course that might lead to the award of a diploma at St. Mary's might not cover the subjects necessary for entrance or for advanced standing in any given college of higher grade.

Students are urged, wherever possible, to obtain certificates of work done, *before the close of the school year*.

## THE REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS OF ST. MARY'S SCHOOL

In order to be admitted to the Freshman Class of the College the student must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language—five subjects in all. If two foreign languages are offered Science may be omitted.

A student admitted in four of the required subjects will be admitted as a Conditioned Freshman.

*English and Literature.*—A good working knowledge of the principles of English Grammar as set forth in such works as Buehler's *Modern Grammar*, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Scott & Denney's *Elementary English Composition*, or Hitchcock's *Exercises in English Composition*.

Candidates are expected to have had at least two years training in general composition (themes, letter writing, and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Evangeline* and *Courtship of Miles Standish* (or *Tales of a Wayside Inn*); selections from Irving's *Sketch Book* (or Irving's *Tales of a Traveler*); Hawthorne's *Twice Told Tales*, Scott's *Ivanhoe*, and George Eliot's *Silas Marner*.

*Mathematics.*—Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

*History.*—The History of the United States complete as laid down in a good high school text; the essential facts of English History; the essential facts of Greek and Roman History.

*Latin.*—A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax



and composition as laid down in a standard first-year book and beginner's composition (such as Smith's *Latin Lessons* and Bennett's *Latin Composition*). The first four books of Cæsar's Gallic War.

*French or Spanish*.—A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

*Science*.—The essential facts of Physical Geography and Hygiene as laid down in such texts as Tarr's *Physical Geography* and Fisher's *How to Live*.

## ADMISSION

### (a) ADMISSION TO THE FRESHMAN CLASS

Admission to the Freshman Class may be either by certificate or by examination, and it is preferred that the candidate both submit a Certificate of her past work and also take the examinations for entrance.

Certificates alone are, however, accepted *provisionally* for entrance from all institutions known to St. Mary's to be of the proper standard. Such certificates should be full and explicit, and must state specifically that the work has been well done, and enumerate text-books, amounts covered, the length of recitation and time spent on each subject, the grades, etc.

Certificates should, whenever possible, be secured before the close of the School year preceding entrance.

### (b) ADMISSION TO ADVANCED STUDIES

In order to be admitted to work higher than that of the Freshman Class in any given subject, the student must present certificates of having completed satisfactorily the previous work in that subject, and must satisfy the head of the department of her ability to do such advanced work.



## CERTIFICATE CREDIT

## (a) FOR ADMISSION TO THE FRESHMAN CLASS

Certificates when accepted are credited conditionally at their face value. The student is placed in the classes which her certificate gives her the right to enter, and is then expected to show her fitness for these classes by satisfactory work in them. If her work during the first month is unsatisfactory she may be required to enter the next lower class, or may be given further trial. If her work during the second month is satisfactory she is given regular standing in the class; if it is unsatisfactory she is required to enter the lower class.

## (b) FOR ADMISSION TO ADVANCED STANDING

## (1) CONDITIONAL CREDIT

Though it is urged that students be examined for advanced classes and thus obtain full credit at once, *conditional* credit is given on the certificate of schools of entirely equivalent standard. For this conditional credit full credit in each subject is given when the student has successfully passed an examination in such subject, or, in certain subjects after she has obtained credit for advanced work in that subject. The amount of such credit can in no case exceed the amount of credit earned at St. Mary's.

For example, a student entering English M (Junior English) by certificate would be given conditional credit for English C (Freshman English—4 points) and English D (Sophomore English—4 points). She receives four points credit for the successful completion of English M, and is then given full credit for four points of the conditional credit. The completion of English N (Senior English—4 points) would give her full credit for the remaining four points of conditional credit, so that upon completion of English M she would be credited with 8 points in English, and upon completion of English N she would have 16 points to her credit.

For conditional credit in History, Science and Algebra full credit can be obtained only by examination, since the work of the higher classes does not fully test the character of the work in the lower classes.

## (2) FULL CREDIT

(a) Full credit is given at once on entrance for each subject when the student presents evidence by certificate of having successfully done the work required by St. Mary's in that subject and also passes an examination in the subject.

(b) Full credit is given for conditional credit as mentioned in the preceding page.

(c) While St. Mary's accepts certificates for entrance unconditionally, it is obvious that credit for work in the "College" stands on a different footing from that for preparation for entrance, since such credit would count on the *60 points* for which St. Mary's gives its diploma. It is impossible to maintain the value of the St. Mary's diploma unless all the work of the four years is tested by the School itself or by some standard authority generally recognized. The *Association of Colleges and Preparatory Schools of the Southern States* seems to supply this authority. St. Mary's therefore accepts for full credit for advanced standing certificates from the schools accredited by this Association which state that the candidate has completed satisfactorily *in accordance with the specified requirements of St. Mary's* the required work in Foreign Language, Mathematics, History, English and Science.

## EXAMINATIONS FOR ENTRANCE

Candidates for admission will, as a rule, be examined to determine their proper classification.

Specimen examination questions in any subject will be furnished on request; and principals who are preparing students for St. Mary's will be furnished the regular examination papers at the regular times, in January and May, if desired.

Certificates are urgently desired in all cases, whether the candidate is to be examined or not.

## REGULAR COURSE

All students are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike to student, parent and the School. Parents are urged to advise with the Rector as to a course for their daughters, and help in this matter is given by him or his representatives to the student throughout her course.

## SPECIAL COURSES

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Business are permitted to do so, and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work, along with the time spent on the special subjects, should be sufficient to keep the student well occupied.

## TERM EXAMINATIONS AND MARKING

The School Year at St. Mary's is divided into two half-years (the Advent and Easter Terms), and each term is again sub-divided into two Quarters of two months each. Reports are sent out at the end of each month showing the marks obtained in each subject, and examinations are held in all subjects at the end of each half-year.

The mark for the term in each subject is obtained by adding the two quarter-marks and the examination mark, and dividing by three. Examinations are regarded by the School as of the highest importance, not only as a test, but as an essential part of education. At the same time it will be observed that it is possible to overcome a slight deficiency in the examination mark by a better mark for daily recitation, when the average is taken.

The "passing mark" is 75%. The "honor mark" is 90%.

## CLASSIFICATION

In order to graduate and receive the School diploma a student of the "College" must receive credit for *60 points* of "college" work,

of which *48 points* are in specified subjects. All students of the "College," whether expecting to graduate or not, are classified in one of the "College" classes according to the amount of their full credits for work in the "College" course.

The classification is made on the following basis:

A student to be ranked as a member of the "College" must have been admitted to the Freshman Class without more than one condition.

If admitted with one condition, the student is ranked as a Conditioned Freshman, and no student is advanced to a higher class until all entrance conditions are passed off.

If admitted without condition she is ranked as a Freshman.

A student with *15 points of full credit* is ranked as a Sophomore.

A student with *30 points of full credit* is ranked as a Junior.

A student with *42 points of full credit* is ranked as a Senior, provided that she takes that year, with the approval of the School, sufficient points counting toward her graduation to make the 60 points necessary and has passed off all conditions on work previous to the Junior Year, and also provided that no student can be ranked as a Senior or considered as a candidate for graduation in any year unless she has passed all examinations on previous subjects needed for graduation.

A student entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

## GRADUATION

The course leading to graduation from the College is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the student is allowed a broad choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a student in the department during at least one entire school year.

(2) The candidate must have earned at least 60 points, of which 48 points must be in the following subjects:

English: 12 points.

Mathematics: 5 points.

History: 6 points.

Science: 4 points.

"Philosophy": 6 points.

Foreign Languages (Latin, French, German or Spanish in any combination) 15 points.

(3) Not more than 20 points will be counted for class work in any one year; not more than 15 points will be counted altogether in any one subject (Latin, French, German and Spanish being considered as separate subjects), and not more than 12 points will be counted for technical work done in the Departments of Music, Art, Expression, or Home Economics.

(4) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned" at least one year before the date at which she wishes to graduate.

(5) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the diploma is to be awarded; and her candidacy must have been then passed upon favorably by the Rector.

(6) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a student as would warrant the authorities in giving her the mark of the School's approval.

## THE AWARDS

The St. Mary's Diploma is awarded a student who has successfully completed the full academic course required for graduation, as indicated above.

An Academic Certificate is awarded to students who receive a Certificate or Diploma in Music, Art or Expression, on the conditions laid down for graduation from the College, except that



(1) The minimum number of points of academic credit required is 35 points, instead of 60 points.

(2) These points are counted for any strictly academic work in the College.

(3) No technical or theoretical work in Music, Art or Expression will be credited toward these 35 points.

No honors will be awarded and no certificates of dismissal to other institutions will be given, until all bills have been satisfactorily settled.

### COLLEGE ENTRANCE CERTIFICATE

A Certificate stating that a student is considered to have done satisfactorily the work required for college entrance will be given to such students as shall have completed the proper units of work in a manner satisfactory to the authorities of St. Mary's.

To receive this certificate the candidate must have been for two years at St. Mary's School, must have given one year's notice of her candidacy, and aside from her scholastic record must be considered properly qualified in general by the Faculty.

In order to receive this Certificate the candidate must also in each subject (1) pass each examination covered by the work required; (2) have an average for each year of 80%; and (3) be recommended by the head of the department.

The student must have completed  $14\frac{1}{2}$  *units* of college entrance work, as follows:

English: 3 units.

Mathematics:  $2\frac{1}{2}$  units.

History: 2 units.

Science: 1 unit.

Latin: 4 units.

French (or) German (or) Spanish: 2 units.

### AWARDS IN OTHER DEPARTMENTS

For academic requirements for certificates or diplomas in Music, Art, Expression or Home Economics, see under those departments,

but candidates must in each case, in addition to all technical requirements, have completed at least the "Minimum of Academic Work," stated on page 35.

#### COMMENCEMENT HONORS

Honors at graduation are based on the work of the last two years.

The Valedictorian has the first honor; the Salutatorian has the second honor. The Essayist is chosen on the basis of the final essays submitted.

#### THE HONOR ROLL

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.

(3) She must have maintained an average of "Very Good" (90 per cent.), or better, in her studies.

(4) She must have made a record of "Excellent" (less than two demerits) in Deportment, in Industry, and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

#### GENERAL STATEMENTS

##### THE MINIMUM OF ACADEMIC WORK REQUIRED FOR CERTIFICATES

Candidates for Certificates in the Music Department, the Art Department, the Expression Department, or in the Department of Home Economics, must have full credit for the following minimum of academic work.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German or Spanish.

(2) The C and D Courses in English.

(3) Such other College Courses as will amount to "twelve points" of Academic credit.

These "12 points" may be earned in English, History, Mathematics, Science, Latin, French, Spanish or "Philosophy."

#### ACADEMIC CREDITS FOR WORK IN OTHER DEPARTMENTS

The completion at St. Mary's of the theoretical and technical work in the Freshman, Sophomore, Junior or Senior classes in Music entitles the student to 3 *points* of academic credit for the work of each class, and a like credit is offered in the Departments of Art and Expression. (Only 3 points, however, may be obtained in any one year).

One point of academic credit is given for the completion of Theory 3, 4 or 5.

Students completing the work of Home Economics A I or A II receive 2 points of Academic credit.

### THE REGULAR ACADEMIC WORK

#### THE PREPARATORY SCHOOL COURSE.

For details in each subject, see page 41.

The letter given with each subject is the name of the course. The number indicates the number of hours of weekly recitation.

First Year	Second Year
English A, 4	English B, 4
History A, 2	History B, 4
Mathematics A, 2½	Mathematics B, 4
Science A, 2	Latin B, 4
Latin A, 4	(or)
	French B, 2
	and
	Science B, 2

All students are also required to take Bible Study, Drawing, Reading and Physical Culture.

## THE "COLLEGE" WORK

In the College work the letter given with each subject is the name of the course, and the number gives the number of points for the course, which ordinarily is the same as the number of hours of weekly recitations.

It should be remembered that 60 points of credit are required for graduation from the College, and that 48 points of this 60 points are in required subjects, as follows: (See also page 33.)

English: 12 points (that is, Courses C and D; and either M or N).

History: 6 points.

Mathematics: 5 points (that is, Course C).

Science: 4 points.

"Philosophy": 6 points.

Foreign Languages: Latin, or French, or Spanish: 15 points (in any combination).

The other 12 points are entirely elective. Music or Art may count 3 points each year or 12 points in all, or the 12 points may be elected from any C, D, M, or N Course in the "College."

Pedagogy, (2) or Home Economics A I or A II, (2) may be elected and counted for credit.

Art History, Theory of Music 3, 4 or 5 may be elected, with a credit of 1 point each.

## THE COLLEGE PREPARATORY COURSE

The completion of this course, under the conditions stated on page 34, will entitle the student to the College Entrance Certificate.

### FIRST YEAR ("A")

	Hours	Unit
English A.....	4	..
History B.....	4	1
Mathematics A.....	2½	½
Latin A.....	4	1

### SECOND YEAR ("B")

	Hours	Unit
English B.....	4	1
History C.....	4	1
Mathematics B.....	4	1
Latin B.....	4	1
French B.....	2½	..
(or)		
Spanish B.....	2½	..

### THIRD YEAR ("C")

	Hours	Unit
English C.....	4	1
Mathematics C....	4	1
Latin C.....	4	1
French C.....	4	}
(or)		
Spanish C.....	4	

### FOURTH YEAR ("D")

	Hours	Unit
English D.....	4	1
Science D.....	4	1
Latin D.....	4	1
French D.....	4	}
(or)		
Spanish D.....	4	

## THE "COLLEGE" COURSE

## FRESHMAN YEAR

English C, 4  
 Mathematics C, 5  
 History C, 4  
 Latin C, 4  
 (or)  
 French C, 4  
 (or)  
 Spanish C, 4

## SOPHOMORE YEAR

English D, 4  
 Mathematics D, 3  
 Science D, 4  
 Latin D, 4  
 (or)  
 French D, 4  
 (or)  
 Spanish D, 4

## FRESHMAN YEAR

At least one foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading weekly is required.

The regular course in Music or Art may be taken as an additional subject for credit (3 points).

Not less than 16 points nor more than 20 points should be taken.

## SOPHOMORE YEAR

The foreign language elected in the Freshman Year should be continued, and enough foreign language should be elected to count at least 4 points.

An hour each of Bible Study and Current History and a period of Spelling weekly is required.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).

## JUNIOR YEAR

English M, 4  
 Philosophy M, 2  
 History M, 2  
 Latin M, 3  
 French M, 2  
 Mathematics M, 3

## SENIOR YEAR

English N, 4  
 Philosophy Na, 2  
 Philosophy Nb, 2  
 Latin N, 3  
 French N, 2  
 Mathematics N, 2  
 History N, 2

## JUNIOR YEAR

Enough work in foreign language should be elected to count at least 4 points.

An hour each of Bible Study and Current History is required.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).



### SENIOR YEAR

Enough foreign language must be taken to complete at least the 15 points required for graduation.

An hour each of Bible Study and Current History is required.

English N is required unless 12 points have already been earned in English.

History N is required unless 6 points have already been earned in History.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).

### GENERAL NOTES

(1) The Theoretical courses in Music and Art may be counted as elective in any college class, and the technical work of the proper grade in either Music, Art or Elocution may be counted in any college class as an elective for three points. But only one subject may be so counted.

(2) Failure in the Bible course for any year will deprive the student of one of the points gained in other subjects.

### GENERAL COURSES

The theory of St. Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below have been prescribed for all students.

#### ENGLISH

An hour each week is devoted to training all students, except Juniors and Seniors, in the art of clear, forceful, intelligent reading, and in the practice of spelling and letter-writing.

#### CURRENT HISTORY

Students of the Senior, Junior and Sophomore years meet once a week for the discussion of current topics. This exercise is intended to lead to an intelligent knowledge of current events, and to emphasize the importance of such knowledge in later life for intelligent conversation.

#### BIBLE STUDY

All students are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford

a knowledge of the contents, history and literature of the English Bible, and with a view, in the case of the older students, to help them as Sunday School teachers.

#### PHYSICAL TRAINING

All students not excused on the ground of health are required to take the required exercises in physical training.

# THE COURSES IN DETAIL

## GENERAL STATEMENTS

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a student's work.

"O" Courses are preliminary. Where a student has not had sufficient previous preparation for the regular courses, she will be required to take this "O" work before going on into "A."

"A" Courses are the lowest regular courses, and are taken in the First Year of the Preparatory School.

"B" Courses are taken in the Second Year of the Preparatory School.

The "A" and "B" Courses in English, History, Mathematics and Science and one foreign language (or their equivalents) must have been finished satisfactorily by a student before she is eligible for admission to the College.

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics, Latin, French and Spanish the "C" Course must be taken before the student can enter the "D" Course.

"M" and "N" Courses are ordinarily taken in the Junior or Senior years. Students are not eligible to take these courses until they have finished the "C" and "D" Courses of the same subjects. (See special exceptions before each subject.)

"X" Courses are special courses not counting toward graduation.

## HISTORY

Candidates for graduation must take at least 6 points in History.

Course A.—4 half-hours a week throughout the year. (1) English History. (2) American History. A constant aim of this course is to impress the student so thoroughly with the leading facts of English and American history that she will have a solid framework to be built upon later in her more advanced studies in History, English and Literature.

Coman & Kendall, Short History of England; Thompson, History of the United States.

Course B.—4 hours a week throughout the year. Ancient History. (1) First half-year: Greece; (2) Second half-year: Rome.

The course in Ancient History makes a thorough study of the ancient world. The student is sufficiently drilled in map work to have a working knowledge of the ancient world; the influence of some of the great men is emphasized by papers based on outside reading, for instance: Plutarch's Lives. Selections from Homer are read in class.

Breasted, Ancient Times; McKinley, Study Outline in Greek and Roman History.

Course C.—4 hours a week throughout the year (*4 points*). English History. In this course emphasis is laid on the development of constitutional government, particularly with its bearing on United States History. The McKinley Note Books are used for map work. From time to time papers are required on important events and great men.

Andrews, Short History of England. Reference work.

Course D.—4 hours a week, second half-year. (*2 points*). American History. In U. S. History the text-book gives a clear and fair treatment of the causes leading to our war with Great Britain; to the War Between the States; and of present day questions, political, social and economic.

Adams and Trent, History of the United States.

Course M.—2 hours a week. (*2 points*). Medieval History. In Medieval and Modern History the student is given a clear view of the development of feudalism; of monarchic states; of the history of the Christian Church; of the Reformation; of the growth of democracy, and of the great political, social and religious questions of the present day, with some special reference work in the library.

West, Modern History; Robinson's Readings.

Course N.—2 hours a week. (*2 points*.) Modern History. A continuation of Course M. Same methods.

Robinson and Beard, The Development of Modern Europe, Vol. II. Seignobos, Hayes and other reference works.

## THE ENGLISH LANGUAGE AND LITERATURE

All students at entrance are required to stand a written test to determine general knowledge of written English.

Courses O, A, and B are Preparatory and the knowledge obtained in them is required before a student can enter a higher course.

Candidates for graduation must take Courses C and D and at least 4 points from Courses M and N.

Course O.—(*Preliminary.*) 5 half-hours a week. (1) Grammar. Text-book: Emerson & Bender, *Modern English* (Book Two); *Lessons in English Grammar*. (2) Reading of myths (Guerber's stories), legends, other stories and poems; memorizing of short poems.

Course A.—4 hours a week. (1) *Literature*: the rapid reading of stories for main points of plot and character; word by word reading of several short poems for vocabulary, use and definition of words; memorizing of poetry. Reading list provided. (2) *Composition*: narratives, explanations, letters; subjects drawn chiefly from observation of processes and scenes, from work in and out of school and books; a few from imagination.

Selections from Burroughs; Evangeline; Snowbound; Vision of Sir Launfal; Selections from Hawthorne and Bryant; Treasure Island; Lady of the Lake; Sohrab and Rustum; Ivanhoe (or) Kenilworth.

Course B.—4 hours a week. (1) *Literature*: Method as in Course A, with more attention to structure, diction, and characters. Memorizing of short poems and passages. Reading list provided. (2) *Composition*. Subjects as in Course A, with addition of more from books designed to give information and broader interests; letters; emphasis on neat, accurate written work and on explanation; study of structure of single paragraph. Chief features of explanation learned inductively in the main. Oral work: reproduction of stories and poems; reports on individual work.



(3) *Drill* in fundamentals of grammar for good writing, exercises from time to time in analysis of sentences; punctuation more in detail.

Scott and Denney, Elementary Composition; Silas Marner; As You Like It (or) Merchant of Venice (or) Julius Cæsar; Lays of Ancient Rome; Roger de Coverley Papers; David Copperfield; selected poems and short stories.

Course C.—4 hours a week. (4 points.) (1) *Rhetoric and Composition*: business letters and social letters for various occasions; fundamental methods of forms of discourse; building of paragraphs; sentence manipulation, particularly clearness through connectives, correct placing of modifiers, unmistakable reference. Oral composition, some based on literature. Special drill in punctuation. (2) *Literature*: outline history of English literature use of text-books being subordinate to reading. A play of Shakespeare, *L'Allegro* and *Il Penseroso*, three *Idylls of the King* studied in detail; other books read more rapidly for substance. Reading list provided.

Baldwin, Writing and Speaking; a practice book in composition; Long's or Halleck's History of English Literature; a Play of Shakespeare; Golden Treasury; Selected poems of Goldsmith, Gray, Burns, Coleridge, Byron; *Idylls of the King*; Tale of Two Cities; Carlyle's Essay on Burns (or) Macaulay's Life of Johnson.

Course D.—4 hours a week. (4 points.) *Prerequisite*: Course C. (1) *Rhetoric and Composition*: Putting into practice throughout term of fundamental principles involved in description, narration, exposition, with especial emphasis on clearness and conciseness of style. Study of style closely correlated with literature. Oral composition. Review of English Grammar. (2) *Literature*: Study of Macbeth (or) Hamlet, Washington's Farewell Address and Webster's Bunker Hill Oration, Henry Esmond (or) Vanity Fair. Reading of essays and a novel. Outline History of English Literature continued from Course C in first term; outline His-

tory of American Literature in second term. Reading list provided.

Baldwin, Writing and Speaking; Halleck's or Long's History of English Literature; Long's History of American Literature. Classics for study as indicated; Huxley, Selections from Lay Sermons; Emerson's Essays (selections); Poe's Poems and Tales.

Course M1.—2 hours a week. (2 points.) *Prerequisite:* Course D. *First Half-year.* Romantic Movement. Special study of Wordsworth, Coleridge, Shelley, Keats, Byron. *Second half-year* Victorian Period. Special study of Tennyson, Browning, Arnold. Extensive reading from other poets and prose writers. Frequent written criticism.

Century Book of Verse, Vol. II; Editions of the various poets.

Course M2.—2 hours a week. (2 points.) *Prerequisite:* Course D. Advanced composition. Writing of short stories, verse, essays, and a play.

Course N1.—4 hours a week, first half-year. (2 points.) *Prerequisite:* Course D.

(a)—Prose writers of the Nineteenth Century; special study of Carlyle, Ruskin, Newman, Arnold. Readings from other writers.

(b)—History of the English Novel, with study of representative novels.

Raleigh: The English Novel.

(a) and (b) are given in alternate years.

Course N2.—4 hours a week, second half-year. (2 points.) Shakespeare. Study of the development of the drama studied by means of lectures and readings. Reading in chronological order of most of Shakespeare's plays.

The Arden Edition of Shakespeare's Works; Dowden's Shakespeare Primer.

## FOREIGN LANGUAGES.

Candidates for graduation must take at least 15 points in foreign languages.

## FRENCH.

Course B.—(*Preliminary.*) 5 half-hours a week. The study of the language begun. Careful drill in pronunciation. Reading, grammar, dictation, conversation.

Fraser & Squair, Short French Grammar; Guerber, Contes et Legendes I; De La Bedolliere, Mere Michel; Malot, Sans Famille.

Course C.—4 hours a week. (*4 points.*) *Prerequisite:* French B. *Elementary French I.* Systematic study of the language. Grammar, reading, conversation. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of the words in the sentence, and the elementary rules of syntax. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read. Writing French from dictation.

Fraser & Squair, Short French Grammar; Halevy, L'Abbe Constantin; Augier et Sandeau, Le Gendre de M. Poirier; La Brete, Mon Oncle et Mon Cure; or equivalents.

Course D.—4 hours a week. (*4 points.*) *Elementary French II.* Continuation of previous work. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read. Writing French from dictation. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Fraser & Squair, Abridged French Grammar; Labiche et Martin, *Le Voyage* de M. Perrichon; Lamartine, *Jeanne d'Arc*; Merimee, *Colomba*; or equivalents.

Course M.—2 hours a week. (2 points.) *Intermediate French*. At the end of this course the student should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course. The work comprises the reading of from 400 to 600 pages of French of ordinary difficulty, a portion in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Fraser & Squair, Abridged French Grammar; Bazin, *Les Oberle*; Dumas, novels; Sandeau, *Mlle. de la Seigliere*; de Tocqueville, *Voyage en Amerique*; or equivalents.

Course N.—2 hours a week. (2 points.) *Advanced French*. The rapid reading of from 300 to 500 pages of French poetry and drama, classical and modern, only difficult passages being explained in class; writing of short themes in French; study of syntax; history of French Literature; idioms. Sight reading without translation.

Duval, *Histoire de la litterature francaise*; Hugo, *Hernani*; Corneille's dramas; Rostand's *Cyrano de Bergerac*; Renan's *Souvenirs d'enfance et de jeunesse*; Moliere's plays; or equivalents.

## SPANISH

Course B.—(*Preliminary*). 5 half-hours a week. The study of the language begun. Careful drill in pronunciation. Grammar, dictation, reading, conversation.

De Vitis, *Spanish Grammar*; De Vitis, *Reader*.

Course C.—4 hours a week. (4 points.) *Prerequisite:* Spanish B; *Elementary Spanish I*. Systematic study of the language. Grammar, reading, composition, conversation. Especial attention to letter-writing and business correspondence.

De Vitis, Spanish Grammar completed; Le Sage's Gil Blas; Perez Galdos, Marianela.

Course D.—4 hours a week. (4 points.) *Elementary Spanish II*. Continuation of Course C. Also a brief and practical study of every-day Spanish life based on Crawford's Spanish Composition.

Perez Galdos, Dona Perfecta; Bequer, Short Stories; Jose Echegaray, El Gran Galeoto; or Equivalents.

#### LATIN.

Course A.—4 hours a week. *Elementary Latin I*. Study of the simple inflectional forms; marking of quantities; reading aloud; translation of sentences from Latin into English, and from English into Latin; translation at hearing; easy connected Latin and English; composition and derivation of words; systematic study of syntax of cases and verb.

Smith, Latin Lessons.

Course B.—4 hours a week. *Elementary Latin II. Caesar*. Continuation of preceding work; study of the structure of sentences in general, and particularly of the relative and conditional sentence, indirect discourse, and the subjunctive; sight translation, military antiquities.

Bennett, Caesar (Books I-IV); Bennett, Latin Grammar; Bennett, New Latin Composition.

Course C.—4 hours a week. (4 points.) *Elementary Latin III. Cicero*. Continued systematic study of grammar and composition;



study of Roman political institutions; short passages memorized; prose and poetry at sight.

Bennett, Cicero (four orations against Cataline, Archias, Manilian Law); Bennett, New Latin Composition.

Course D. 4 hours a week. (4 points.) *Elementary Latin IV. Virgil.* Continuation of preceding courses; prosody (accent, general versification, dactylic hexameter).

Bennett's Virgil's *Æneid* (Books I-VI); Bennett, Latin Grammar; Bennett, New Latin Composition.

Course M.—3 hours a week. (3 points.) *Intermediate Latin I.* The public and private life of the Romans as told in the Latin Literature. Prose composition. Recitation; occasional explanatory lectures; parallel reading. (1) *First half-year:* The Roman Historians; (2) *Second half-year:* The Roman Poets.

(1) Melhuish, Cape, Livy (Books XXI, XXII); Allen, Tacitus' *Germania*; (2) Page, Horace's *Odes* (Books I, II); Baker, Horace's *Satires and Epistles* (selected); (1, 2) Gildersleeve-Lodge, Latin Composition; Peck and Arrowsmith, *Roman Life in Prose and Verse*; Wilkins, *Roman Antiquities*.

Course N.—3 hours a week. (3 points.) *Intermediate Latin II.* Continuation of Course M. (1) *First half-year:* Roman Philosophy; (2) *Second half-year:* Roman Drama.

(1) Shuckburgh, Cicero's *de Senectute* and *de Amicitia*; (2) Elmer, Terence's *Phormio*; (1, 2) Gildersleeve-Lodge, Latin Composition; Peck and Arrowsmith, *Roman Life in Prose and Verse*.

## MATHEMATICS

Candidates for graduation must have credit for at least Mathematics C.

Course O.—5 half-hours a week. Arithmetic completed; final review with special drill on common and decimal fractions, practical measurements, percentage and its applications. Algebraic symbols and the use of the equation introduced in the solution of simple problems. Special drill in the use of signs and the four fundamental operations of Algebra.

Course A.—5 half-hours a week. *Algebra. To Quadratic Equations.* Special products and factors; common divisors and multiples; fractions, ratio, proportion, variation and inequalities; linear equations, both numerical and literal, containing one or more unknown quantities; special drill on problems; graphs and their use in linear equations and simple problems; square root and its applications; radicals and equations involving radicals; exponents, fractional and negative, and imaginaries.

Wentworth-Smith, Academic Algebra.

Course B.—4 hours a week. *Algebra completed.* Quick review of powers and roots; the theory of the quadratic equation, and equations with one or more unknown quantities that can be solved by methods of the quadratic equation; the statement and solution of problems; graphs of the simpler equations of the second degree; cube root with applications; arithmetical and geometrical progressions with the theory; the binomial theorem with positive integral exponents.

Wentworth-Smith Academic Algebra.

Course X.—5 half-hours a week. *Complete Arithmetic.* Commercial problems; review of common and decimal fractions; metric system; mental arithmetic; percentage and the applications; mensuration. *Not counted for graduation. Intended especially for business pupils, and as a review for prospective teachers.*

Van Tuyl, Complete Business Arithmetic (or) Moore and Miner, Concise Business Arithmetic.

Course C.—5 hours a week. (5 points.) *Prerequisite:* Course B. (1) *Plane Geometry.* 4 hours a week. (4 points.) The usual theorems and constructions, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci

problems. Application to the mensuration of lines and plane surfaces.

Wentworth-Smith, Plane Geometry (or) Hart & Feldman, Geometry.

(2) *Algebra from Quadratic Equations.* 1 hour a week. (1 point.) Review for students who have had the Algebra but need a further drill, and for students intending to take college entrance examinations or the college entrance certificate.

Wentworth-Smith, Academic Algebra.

Course D.—3 hours a week. (3 points.) *Prerequisite:* Course C.  
(1) *Solid Geometry.* First half-year.

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders and cones; the sphere and the spherical triangle. The solution of numerous original exercises, including loci problems. Applications to the mensuration of surfaces and solids.

(2) *Plane and Spherical Trigonometry.* Second half-year. Definitions and relations of the six trigonometric functions as ratios; circular measurements of angles. Proofs of principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc., the transformation of trigonometric expressions by means of these formulas. Solution of trigonometric equations of a simple character. Theory and use of logarithms (without the introduction of work involving infinite series). The solution of right and oblique triangles and practical applications, including the solution of right spherical triangles.

Wentworth-Smith, Solid Geometry; (2) Wentworth-Smith, Trigonometry.

Course M-1.—3 hours. (3 points.) *Analytical Geometry.* This course includes the definitions, equations and simplest properties of

the straight line and conic sections. Particular attention is paid to plotting and to numerical problems.

Smith & Gale, New Analytical Geometry (or) Riggs, Analytical Geometry.

Course M-2.—1 hour. (1 point.) *Higher Algebra*. The subjects included are: Functions and Theory of Limits, Derivatives, Development of Functions in series, convergency of series, theory of logarithms, determinants, theory of equations (including Sturm's theorem).

Merrill and Smith, Selected Topics in College Algebra.

Course N.—2 hours a week. *Prerequisite*: Course M. *Calculus*. (2 points.) Elementary course in the differential and integral calculus.

Granville, Differential and Integral Calculus.

## NATURAL SCIENCE

Candidates for graduation must take at St. Mary's 4 points in science.

Course A.—4 half-hours a week. General Elements of Science. A simple general treatment of the elementary facts of the various branches of natural science.

Clark, General Science.

Course B.—4 half-hours a week. Physical Geography (a) The study of a standard text-book to gain a knowledge of the essential principles and of well-selected facts illustrating those principles. (b) Individual laboratory and field work comprising about 40 exercises.

Tarr, Principles of Physical Geography.

Course C.—4 hours a week. (3 hours recitation and demonstration and one double-hour laboratory practice.) *Elementary*

*Biology.* (2 points.) (a) A brief review of the general principles of animal physiology. (b) The general principles of plant life, and the natural history and classification of the plant groups.

Individual laboratory work; stress laid upon accurate drawing and precise expressive description.

Moore, Physiology of Man and the Lower Animals; Bailey, Botany.

Course D.—4 hours a week for the year. (3 hours recitation and demonstration, 1 double-hour laboratory.) *Elementary Chemistry.* (4 points.) (a) Individual laboratory work. (b) Instruction by lecture-table demonstration, used as a basis for questioning upon the general principles involved in the student's laboratory investigations. (c) The study of a standard text-book to the end that a student may gain a comprehensive and connected view of the most important facts and laws in elementary chemistry.

Brownlee, First Principles of Chemistry and Laboratory Manual.

## "PHILOSOPHY"

The following courses are intended for general all-round development and are required of all candidates for graduation.

"Philosophy M-1."—2 hours a week, first half-year. (1 point.) *Civil Government.* The leading facts in the development and actual working of our form of government.

Fiske, Civil Government in the United States.

"Philosophy M-2."—2 hours a week, second half-year. (1 point.) *Political Economy.* The principles of the science made clear and interesting by their practical application to leading financial and industrial questions of the day.

Ely and Wicker, Elementary Economics.

"Philosophy N-1a."—2 hours a week, first half-year. (1 point.) *Ethics.* A general outline of the foundation principles, especially as applied to the rules of right living.

Janet, Elements of Morals.



"Philosophy N-1b."—2 hours a week, second half-year. (*1 point.*) *Evidences.* A study of the evidences for the truth of theistic belief discoverable by the light of nature independent of a special revelation; followed by a study of the evidences of Christian belief, demonstrating the truth of the New Testament narratives and the divine origin of Christianity.

Fisher, Manual of Natural Theology; Fisher, Manual of Christian Evidences.

"Philosophy N-2a."—2 hours a week, first half-year. (*1 point.*) *Psychology.* A brief introduction to the subject, the text-book being supplemented by informal lectures and discussions.

Halleck, Psychology.

"Philosophy N-2b."—2 hours a week, second half-year. (*1 point.*) *Social Service.* An elementary treatment, with discussions of practical problems suggested.

Davis, The Field of Social Service.

## PEDAGOGY

Pedagogy I.—2 hours a week. (*2 points.*) Intended to prepare students to become teachers; it is also useful in making them better students.

The chief aims of this course are to learn what methods in teaching have been proven the best, and to study the psychology of the child. With this is combined some practical instruction in Hygiene and Social Work. The instruction is partly by text-books and partly by informal lectures and discussions. Actual practice in teaching is also afforded, when desirable.

Colgrove, The Teacher and the School; Hart, Educational Resources of Village and Rural Communities; Fisher and Fisk, How to Live; James, Talks to Teachers.

## BIBLE STUDY

Both resident and local students are required to take a one-hour course in Bible study. On account of the varying lengths of time spent at the School by different students, the variation of the classes which they enter, and the difference in knowledge of the subject shown by members of the same college class, it is difficult to arrange these courses in as systematic a way as might be desired.

Students are therefore assigned to Bible classes partly on the ground of age and partly on the ground of the amount of work done and the length of time spent at the School.

There are four divisions pursuing separate courses. These courses are designed to cover the Old and New Testament and the History of the Bible, in two years; and then to give a fuller knowledge of these subjects to those pursuing a longer course at the School.

The instruction is partly by lectures, accompanied by the use of a uniform edition of the Bible (with references, dictionary, maps, etc.), as a text-book; and partly by Instruction Books.

All resident students are also required to take a half-hour course in one of the Sunday classes. These courses are either on the Bible, or the Prayer Book, or Church History.

# DEPARTMENT OF MUSIC

## GENERAL REMARKS

Music is both an Art and a Science. As such, the study of music is strong to train the mind, to touch the heart, and to develop the love of the beautiful. The importance of this study is being more and more realized by the schools, and its power felt as an element of education. No pains are spared in preparing the best courses of study, methods of instruction and facilities of work, in this department.

It is the aim of the Music Department of St. Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent, but also to hear, to understand, and to appreciate the beautiful in all music.

The department is well-equipped with a Miller, a Knabe, and a Steinway grand pianos, in addition to twenty-six other pianos and three clavers. The practice rooms are separate from the other buildings, and there is a beautiful Auditorium which seats six hundred and fifty people.

Organ pupils are instructed on an excellent two-manual pipe organ, with twenty stops, and a pedal organ. A Kinetic electric blower adds greatly to the convenience of instruction and practice.

Courses of study are offered in Piano, Voice, Organ and Violin.

## CONCERTS AND RECITALS

For the purpose of acquiring confidence and becoming accustomed to appearing in public, all music pupils are required to meet once a fortnight in the Auditorium for an afternoon recital. All music pupils take part in these recitals, which are open only to members of the School.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year, and there are frequent opportunities for hearing music by artists, both at St. Mary's and in the city.

### THE CHOIR

No part of the School music is regarded as of more importance than the singing in Chapel. The whole student body attends the services of the Chapel and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections, and for this purpose meets once a week for special practice. The students in this way become familiar with chanting, with the full choral service, and with the best church music. Membership in the choir is voluntary, but students admitted to the choir are required to attend the weekly rehearsal.

A short rehearsal of the whole School is conducted after the service in the Chapel on Saturday evenings.

### THE CHORUS CLASS

The Chorus Class is not confined to the music students, but is open to all students of the School, without charge. This training is of inestimable value, as it gives practice in sight reading, and makes the student acquainted with the best choral works of the masters—an education in itself.

Care is taken not to strain the voices, and attention is paid to tone color and interpretation. The beauty and effect of chorus singing is in the blending of the voices, and to sing in chorus it is not necessary to have a good solo voice.

From the members of the Chorus Class voices are selected by the Chorus Conductor for special work. Membership in the Chorus Class is voluntary; but parents are urged to require this work from their daughters, if they are deemed fit for it by the Conductor. When, however, a student is enrolled, attendance at rehearsals is

compulsory, until the student is excused by the Rector at the request of the parent.

## RELATION TO THE ACADEMIC DEPARTMENT

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular students of the Academic Department. The theoretical studies count the same as Academic studies. The technical work is given Academic credit in accordance with certain definite rules. (See page 36.) Not more than three points credit in Music in one year, nor more than twelve points in all, can be counted toward graduation from the "College."

Pupils specializing in music are, as a rule, expected to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Students from the city may take lessons in music only. Certificates in Music are awarded only to students who have completed the required minimum of academic work. (See page 35.)

## CLASSIFICATION IN MUSIC

Students entering the department are examined by the Director and assigned to a teacher.

Thereafter, at the end of the first half-year (or earlier if advisable), the student's classification in music is decided, and she is enrolled in the proper class. This determines her degree of advancement in her musical studies.

The examinations for promotion are held semi-annually. The marks in music indicate the quality of work, not the quantity. Promotion is decided by an examination, which shows both that



the required amount of work has been done and that it has been well done.

Candidates for promotion or awards are required to perform certain stipulated programs before the Faculty of Music.

To be classified in a given class in Music the student must have completed the entire work indicated below for the previous class or classes, and must take the whole of the work laid down for the class she wishes to enter. Technical work is not sufficient for enrollment in a given class without the theoretical work.

Classification in music is entirely distinct from academic classification; but the satisfactory accomplishment of the full work of the Freshman or higher classes in music is counted toward academic graduation, provided the student is at that time a member of the College.

### CLASSES IN MUSIC.

*(It should be carefully noted that the names of the classes, as here used, are of musical standing only, and do not refer to the academic class of which the same student may be a member.)*

The regular course is designed to cover a period of four years from the time of entering the Freshman class, but the thoroughness of the work is considered of far more importance than the rate of advance. It may require two or more years to complete the work of the Preparatory class.

Preparatory.—*Course 1 in Theory and Course 1 in Piano, or in Voice, or in Violin.*

Freshman.—*Course 2 in Theory and Course 2 in Piano, or in Organ, or in Voice, or in Violin.*

Sophomore.—*Course 3 in Theory and Course 3 in Piano, or in Organ, or in Voice, or in Violin.*

Junior.—*Course 4 in Theory and Course 4 in Piano, or in Organ, or in Voice, or in Violin.*

Senior.—*Course 5 in Theory and Course 5 in Piano, or in Organ, or in Voice, or in Violin.*

## AWARDS

*The certificate of the Department* is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department. (See above).
2. The candidate must have been for at least two years a student of the department.
3. The candidate must have finished the technical work required, and have passed a satisfactory examination thereon, at least one-half year before the certificate recital which she must give at the end of the year.
4. The candidates must have completed the required minimum of Academic Work. (See page 35).

A *Teacher's Certificate* is given on the completion of the theoretical and technical courses in Piano, Voice, Organ, or Violin, without public recital, for which is substituted work in pedagogy and one year of practical teaching under supervision. Work in this line is intended to conform as far as possible to the State requirements for a Music Teacher's Certificate. For further information, see page 65.

*The Diploma*, the highest honor in the Music Department, is awarded to a student who has already received the Certificate, and who thereafter pursues advanced work in technique and interpretation for at least one year at the School.

## ACADEMIC CREDIT FOR MUSIC COURSES

Theory 3 or 4 or 5 receive academic credit of *1 point each*.

The foregoing studies are credited, like any academic subject, only when the student has attained an average of 75 per cent on the recitations and examinations of the year.

The *technical* work in Music is also credited for academic classification, as follows:

The completion at the School of the technical work in the Freshman, Sophomore, Junior, or Senior classes in Music will entitle the student to 3 points of academic credit for the work of each class thus completed under the following conditions:

(1) Not more than three points may be earned in any one year in Piano, Voice, Violin or Organ—whether one or more of these subjects is studied.

(2) Not more than 12 points (one-fifth of the total amount required for graduation from the college) may be earned in all.

(3) In order to be entitled to credit the pupil must be a member of the "College" (Preparatory pupils may not count Music toward subsequent academic graduation).

(4) In order to be entitled to credit for the technical work of a given class in music, the student must also have completed satisfactorily the theoretical work of that class.

Promotion to a given course in technical work is evidence of the satisfactory completion of the work of the previous course.

## THE COURSES

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

### THEORETICAL COURSES.

(One hour each per week. Academic credit: 1 point.)

Theory 1. Evans' Elements of Music used in the Preparatory Department of Peabody Conservatory. Dictation. Lessons in rhythm.

Theory 2. Solfeggio.

Theory 3. Chadwick's Lessons in Harmony with Keyboard Harmony.

Theory 4. Harmony continued. Elson's Theory of Music.

Theory 5. Elson's Theory continued. History of Music, with lectures and illustrations.

### TECHNICAL COURSES

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.

## PIANO.

Course 1.—All major scales in chromatic order, hands together, in sixteenth notes, metronome 92 to a quarter note. Harmonic and melodic minor scales, hands separate, in eighth notes, metronome 100 to a quarter note. Major arpeggios, hands separate, in sixteenth notes, metronome 80 to a quarter note. Preparatory exercises leading to octave playing.

Studies: Duvernoy op. 176; Kohler op. 157, and op. 242; Heller op. 47; Burgmuller op. 100. Easier sonatinas by Lichner, Clementi, Kuhlau, etc. Read at sight a first grade piece.

Course 2. Major scales, hands together, in sixteenth notes, metronome 112 to a quarter note. Harmonic and melodic minor scales, hands separate, in sixteenth notes, metronome 100 to a quarter note; hands together, metronome 80 to a quarter note. Major and minor arpeggios, hands separate, in sixteenth notes, metronome 80 to a quarter note. Any minor scale played staccato, legato, crescendo, and diminuendo without metronome. Tempo moderato. Major octave scales, hands separate, without metronome.

Studies: Duvernoy op. 120; Czerny op. 636; Le Couppey op. 20; Heller op. 46; Bach Little Preludes and Fugues; Turner Octaves op. 28; Vogt Octaves. Sonatinas, Kuhlau, Diabelli, etc. Read at sight a second grade piece.

Course 3. Harmonic and melodic minor scales, hands together, in sixteenth notes, metronome 112 to a quarter note. Major and minor arpeggios, hands together, in sixteenth notes, metronome 92 to a quarter note. Major scales in octaves in chromatic order, hands separate, in eighth notes, metronome 100 to a quarter note. Three major scales in thirds, sixths, tenths, and contrary motion, in sixteenth notes, metronome 100 to a quarter note.

Studies: Czerny op. 299; Bernes op. 61; Krause op. 2; Heller op. 45; Bach Two-Part Inventions. Easier sonatas of Clementi, Mozart, Haydn, Beethoven. Read at sight a third grade piece.

Course 4. Minor scales in sixteenth notes, hands together, metronome 120 to a quarter note. Major and minor arpeggios, hands together, in sixteenth notes, metronome 116 to a quarter note. Three melodic and harmonic minor scales in thirds, sixths, tenths, and contrary motion, in sixteenth notes, metronome 100 to a quarter note. Major scales in octaves, hands separate, in sixteenth notes, metronome 72 to a quarter note. Scale of C in double thirds, hands separate, in eighth notes, metronome 100 to a quarter note.

Studies: Bach French Suites, Three-Part Inventions. Cramer Etudes, Clementi "Gradus ad Parnassum." A sonata—Beethoven, Mozart or Haydn—and a modern composition to be mastered technically and interpreted by the student, without assistance. Read at sight a third grade piece or play a simple accompaniment.

Course 5. Six major scales and six minor scales (three harmonic and three melodic) in thirds, sixths, and tenths, and in contrary motion, hands together in sixteenth notes, metronome 100 to a quarter note. Dominant and diminished sevenths, hands together, in sixteenth notes, metronome 116 to a quarter note. All major scales in double thirds, hands separate, in sixteenth notes, metronome 72 to a quarter note. Major octave scale in sixteenth notes, metronome 72 to a quarter note.

Studies: Bach Well-Tempered Clavichord and advance studies in interpretation. Public recital.

#### FOR DIPLOMA

Course 6. Preludes and Fugues from Bach's Well-Tempered Clavichord, 1 and 2. Concert studies, Moscheles, Moszkowski, and Joseffy. The student must have a repertoire including works of Beethoven, Mozart, Haydn, Chopin, Mendelssohn, and of modern composers, MacDowell and others. Public recital.

The Progressive Series of Piano Lessons is also taught, and Miss Dowd gives the examinations for teachers' certificates, being authorized to do so by the Art Publication Society.

#### COMPOSITION CLASS

Pupils of advanced grades may join a voluntary class in composition, in which they are taught to express correctly their original musical ideas.

#### VOICE

Course 1. Breath control, sight singing and tone development and music appreciation. Scales and arpeggios sung slowly. Sieber, Eight-measure Studies. Nava, Elements of Vocalization. S. Marchese, op. 15. Bona, Rhythmical Articulation. Simple songs and ballads.

Course 2. Vocalization, poise, sight singing. Music appreciation. Studies by Lamperti; Concone, Vocalises; Bordogni, Easy Vocalises; S. Marchese, op. 15; and Vaccai. Modern songs and easy classics.

Course 3. Vocalizations. Sight singing. Music appreciation. Studies by Mâz-zoni, Marchesi, Concone, Lamperti. Panofka, op. 81. Vaccai. Shakespeare, Art of Singing. Sight singing. Ballads and simple old French and Italian songs.



- Course 4. Vocalization. Sight singing. Music appreciation. Studies by Vannini, Otto Vocalizzi. Panofka, op. 81. Spicker, Masterpieces of vocalization, Books 1 and 2, Manuel Garcia, Studies. Sight singing. Arias from the old and modern Operas.
- Course 5. Vocalizations, Sight Singing and Embellishment and studies in interpretation. Studies either in Dramatic, Colorature, or Lyric. Sieber, op. 129-130. Vannini. Spicker, Master Studies, Books 3 and 4. Panofka, op. 81. Classic songs and arias. Oratorio and opera. Public recital.

For examination the student must sing Scales, Roulades and Arpeggios rapidly. She must have a repertoire of classic and modern songs, and be able to sing Arias, too, from any of the operas and oratorios studied.

#### ORGAN.

Practical instruction is given from the first rudiments to the highest difficulties of the instrument, both in its use as an accompaniment to the different styles of Church music, and in the various methods of the employment of the organ as a solo instrument.

Opportunity is given to acquire confidence and experience by practice in accompanying the services of the Chapel, beginning with the easier work at the daily services of the School and going on through the accompaniment of anthems and more elaborate services on Sunday.

- Course I.—The organ pupil must have enough work in piano to enable her to enter the Freshman Class in piano. This constitutes Preparatory work for the organ course.
- Course II.—Pedal Studies by Horner, Books 1 and 2. Pedal scales and arpeggios, slowly. Studies by Anton Andree. Two and three part playing, hands separate. Hymn playing.
- Course III.—Bach's Pedal Studies. Easy Preludes and Fugues by Merkel, Batiste and Bach. Service playing. Easy transposition and Modulation and easy Improvisation.
- Course IV.—Sight reading. Bach's Preludes and Fugues. Sonatas, Symphonies and Overtures by Widor, Guilmant, Mendelssohn. Woltsenholme, Service and Chorale playing, Transposition, Modulation and Improvisation.

Course V.—Sight reading, Bach's Preludes and Fugues, Carl's Master Studies, Service and Chorale playing. Transposition, Modulation and Improvisation. The following work must be done for examination: Play a prepared piece. Read at sight a selected piece (on two manuals and pedal). Modulate to any key called for (4 tests). Transpose a selected Hymn up or down one tone (at sight). Paper work in Hymnology, Musical Form, Organ construction and tuning, Choir training, Musical Dictation and General questions in Musical knowledge.

An advanced piano student might do the work of two of the above courses in one year.

#### VIOLIN

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced, are required to take part in the Orchestra, which is included in the regular work of the department.

Course 1.—Exercises and studies by Heming, David (Part I), Dancla, Hofman, op. 25, Wohlfahrt op. 45. Easy solos by Hauser, Sitt, Dancla, Papini, etc.

Course 2.—Exercises and studies by Schradieck, David (Part II), Sevcik op. 6, Kayser op. 37. Solos adapted to the needs of students.

Course 3.—Exercises and studies by Schradieck, David (Part II), Sevcik op. 6, op. 8, op. 9, Dont, Kayser op. 20, Kreutzer. Solos by DeBeriot, Dancla, etc. Modern composers.

Course 4.—Exercises and studies by Schradieck, Sevcik, Rode, Kreutzer. Sonatas, Concertos by Viotti, Spohr, DeBeriot, etc.

Course 5.—Exercises and studies by Sevcik, Mazas, Fiorillio. Sonatas, Concertos. Public recital.

A knowledge of piano, sufficient to play second grade pieces at least, is required in the case of pupils in the last two courses.

#### NORMAL WORK IN PIANO

Steps have been taken throughout the country to see that properly qualified teachers shall have certificates from some duly authorized

authority. The qualified teacher is entitled to such a certificate, and the employer has a right to require such evidence that the teacher is qualified. This is as true of teachers of Music as of any others. Plans are being worked out to arrange some central board of certification for music teachers. To provide for the preparation of those who wish to take the examinations of such a board the School has arranged a special course with special fees under a special instructor for Normal work in Piano. The work is adapted to the needs of each student, and to the requirements of the examining board when fully arranged. Miss Martha A. Dowd, a teacher of long and varied experience, who has made a special study of the subject under Mr. Edwin Farmer, of New York, and Mr. Clarence G. Hamilton, of Wellesley College, has charge of such students.

## ART DEPARTMENT

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and the History of Art, and must also satisfy the academic requirements for a certificate, as stated on page 35.

The technical work in the *Art Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

I. *Drawing*.—The student is first instructed in the *free-hand* drawing of geometric solids, whereby she is taught the fundamentals of good drawing, the art of measuring correctly, and the drawing of straight and curved lines. This work is exceedingly important.

Next the student is taught drawing from still-life, with shading; the drawing of plants; of casts; original designs—conventional and applied—in black and white, and in color; and pencil sketches from nature.

After this comes charcoal drawings; or shading in pen and ink; or wash-drawings in monochrome, as in magazine illustrating.

II. *Painting*.—This includes work in oil and in water color.

The student is required to paint two large still-life groups; two large landscapes; two flower studies, one a copy and one from nature; several sketches from nature, and two original designs.

III. *History of Art*.—This study includes the history of Architecture, Sculpture, and Painting. This course is important, and is required of all students in the regular art course.

*Special Courses.*—Pupils who do not wish to take the regular course may take any of the above courses or of the following special courses:

1. Flower Painting.—Special attention is given to flower painting in water color.

2. Still-life Painting.—This work is preparatory to more advanced work in the flower painting and life classes. Either oil or water color may be used as a medium.

3. China Painting.

4. Life Class.—A living model is provided from which the students may draw and paint.

5.—Sketch Club.—This club is formed of students who take turn in posing in costume. The same model poses only once. During the spring and fall months outdoor sketching from nature is done.

6. Advanced Antique.—All classes are graded according to this work. Drawing from Greek antiques in charcoal is required of all pupils taking the full course.

7. Composition Class.—This class is one of the most important in the department, and makes for the development of the creative and imaginative faculties. Subjects are given and "pictures" must be painted and submitted for criticism on certain days in the term.

8. Design Class.—This work is planned according to the principles originated and applied by Arthur W. Dow, and is a combination of the Occidental and Oriental principles. A close study of nature and an original imaginative use of her forms in design is the keynote of this method.

9. Architectural and Mechanical Drawing.—To supply the demand for women draftsmen in architect's offices, a special course in Architectural and Mechanical Drawing is offered by the School. The course begins with geometrical figures, projections of objects, and leads up gradually to the highest forms of architectural work.

10. Stenciling.—This class offers an opportunity for applying a knowledge of designing.



## BUSINESS DEPARTMENT

The Business Department of St. Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible

The curriculum embraces thorough instruction in Stenography, Typewriting, Manifolded, etc.; Bookkeeping, Arithmetic, Penmanship, and English.

Students taking, as is advised, the course in connection with academic work, would ordinarily complete the Business Course in one school year.

Students may take either the full course or any part of it.

Graduates of the Department have been universally successful in their practical business engagements, and are the best recommendation for the work of the department.

### REQUIREMENTS.

In order to be well prepared to take the course to advantage, students, before entering the Business Department, should have satisfactorily completed the work of the Preparatory School or its equivalent.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not so much on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

### AWARDS

The *Business Certificate* is awarded those students who complete the work of the full course, including all the work required for certificates in Stenography, Typewriting and Bookkeeping.

The *Diploma* of the department is reserved for those students who, in addition to completing the work required for the Business Certificate, have the mental equipment to do unusually good work in their profession, and who have demonstrated their fitness for such work by actual practice.

Certificates in Stenography, Typewriting or Bookkeeping are awarded students who have completed the respective requirements stated below.

### COURSES

In Stenography, the Isaac Pitman System of Shorthand is used. This is the standard system, is easily acquired, and meets all the demands of the amanuensis and the reporter.

The work of the courses and the requirements for Certificates are as follows:

**STENOGRAPHY.**—The texts used are Isaac Pitman's Short Course in Shorthand, Business Correspondence in Shorthand Nos. 1 and 2, and Book of Phrases and Contractions. In connection with the texts, the following books from the Isaac Pitman shorthand library are used in class for reading and dictation purposes: Vicar of Wakefield, Irving's Tales and Sketches, Macaulay's Warren Hastings, Dickens' Haunted Man, Leaves from the Note Book of Thomas Allen Reed, etc.

The pupils are taught Manifolding, Composition, Punctuation, Spelling, Business Forms, Correspondence and Reporting.

To receive the Certificate, the student must have completed the required work in the foregoing; must have attained a speed of at least 80 words a minute from dictation; and must have completed the required work in English in the Academic Department.

A certificate in Stenography will not be given unless the student has also taken the course in Typewriting.

**TYPEWRITING.**—The touch system is used, and to obtain the Certificate the student must have attained a speed of 50 words a minute from dictation; 40 words from printed matter; and 30 words from stenographic notes; and must have completed the required work in English.

**BOOKKEEPING.**—Miner's Bookkeeping (Introductory Course) is used as a text. As a student advances, the instruction becomes thoroughly practical, a regular set of books is opened, and the routine of a well-ordered business house thoroughly investigated and practically pursued. The object is to prepare the student to fill a position immediately after graduation from the School.

For the Certificate, in addition to the technical work in Bookkeeping, the course in Commercial Arithmetic (Math. X) must be completed.

# DEPARTMENT OF EXPRESSION

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well-trained voice and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of expression is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others, and to train teachers.

## REGULAR REQUIRED WORK

Students of the Freshman and Upper Preparatory classes are required to take a period of expression each week in connection with their regular work, and for this there is no extra charge. This course deals with fundamental reading. Particular attention is paid to the standing position, articulation, pronunciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

## SPECIAL WORK

The special courses, which should be taken by students in connection with work in the academic department, and for which the charge is extra, are (1) Class Expression and (2) Private Expression.

## CLASS EXPRESSION

In this class the number is limited, and each student receives careful individual attention. The course is so arranged as to afford the student the opportunity to appear in informal recitals from time to time, thereby gaining in confidence and poise.

## PRIVATE EXPRESSION

The course of the private pupil is more inclusive. A thorough training is given in all the principles of expression. During the

year each student appears in public recitals, for which she is taught to interpret the best literature.

Private pupils are admitted to the Dramatic Club, giving them the advantage of the study and presentation of at least two good plays during the year.

The academic credit for this course is *3 points* for each year.

### AWARDS

As in other departments, the Certificate is only awarded if the student has completed the required Minimum of Academic Work in the College. (See page 35.)

The regular course of the department is planned to extend over four years, leading to the Diploma.

The Certificate is awarded on the completion of the work of the Third Year and the giving of a public recital.

Students who have practically completed the academic work before taking up the work of the department may be able to complete the Three Years' Course in two years.

### OUTLINE OF THE COURSE FOR DIPLOMA OR CERTIFICATE

#### FIRST YEAR

Practice Book of Leland Powers' School.—Evolution of Expression, Vols. I and II.

Public Reading.—The major part of the time is devoted to fundamental problems. A portion of each week is devoted to drill on selections of the student's individual choice, and these selections are presented at informal recitals during the year.

Gesture.—Freeing exercises. Significance of carriage, attitude and movement. Principles of gesture.

Voice.—Fundamental work of freeing and developing the voice. Basic principles of voice production; voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, melody of speech. Correction of individual faults.

Dramatic Art.—Platform deportment. Correct sitting, standing and walking, entrance and exit, platform methods and traditions. Presentation of scenes and one act plays.

Pantomime.—Elementary principles. Correction of defects and mannerisms in bodily expression and in facial expression.

## SECOND YEAR

Practice Book of Leland Powers' School.—Evolution of Expression, Vols. III and IV. Principles of the four volumes—a careful study of the sixteen laws of evolution which are founded on psychological principles.

Public Reading.—Students are allowed more freedom in their choice of selections.

Gesture.

Voice.—Review of fundamentals.

Emerson System of Physical Culture.

Dramatic Art.—Presentation of scenes and one-act plays.

Recitals.

## THIRD YEAR.

Poetic Interpretation.—The poetry of Tennyson, Lowell, Longfellow, Kipling, and other masters.

Applied Gesture and Voice.

Physical Training.—The four divisions of the Emerson System in their relation to unity and expression. (Normal work).

Impersonation.—Two or more Shakespearean plays with special reference to the differentiation of the characters.

Dramatic Art.—Study of the farce, comedy, burlesque, melodrama, and tragedy. Dramatization of a story or original plot.

Recitals. (Public).

## FOURTH YEAR

Poetic Interpretation.—Continued.

Extemporaneous Speaking and Debate.

Pedagogy.

Psychology.

Gymnastics.—Floor work, including free exercises, apparatus work, marching, indoor and outdoor games.

Bible.—Bible and hymn reading.

Impersonation.—Continued.

Dramatic Art.—Classical plays.

Recitals.



# HOME ECONOMICS DEPARTMENT

Home Economics, as a distinctive subject of study, is a study of the economic, sanitary and aesthetic aspects of food, clothing and shelter as connected with their selection, preparation and use by the family in the home, or by other groups of people. Reference is also made to composition, classification, manufacture, adulteration and cost.

The Home Economics Department of St. Mary's accomplishes this instruction with the idea of developing the skill and self-reliance of the individual student, by the courses described.

The purpose of the instruction is to afford training in the subjects that pertain to life in the home, to aid the young woman to become proficient in practical housekeeping, and in making the home more beautiful.

The constant aim of the courses is to develop the initiative and independence of the student, skill in practical use of materials, and a knowledge of economical purchase and wise selection as of equal importance.

Well equipped laboratories for cooking and sewing afford excellent facilities for class work.

The work is planned to extend over two courses: a first year course and a second year course.

A Third Year may be added to the Home Economics Course for 1919-'20, to be known as Home Economics III. This will include:

*Home Economics A-III:* Advanced Cookery. Advanced Dietetics.

*Home Economics B-III:* Advanced Course in Dressmaking:

1. Drafting of paper patterns.

Application of these patterns in dressmaking.

2. Practical experiments of textile fabrics in the Chemistry laboratory.

## AWARDS

The *Certificate in Home Economics* is awarded on the completion of the four courses (A-I, A-II, B-I and B-II) to those students who have also completed the Minimum of Academic Work in the College required for all Certificates. The Minimum of Academic Work is the same as for Certificates in other departments except that Science D (Chemistry) must be included in the *12 elective points*.

The *Certificate in Domestic Science* is awarded on the completion of Home Economics A-I and A-II, under the same conditions as the full certificate as regards academic requirements.

## THE COURSES

*Home Economics A-I ("Domestic Science I"); General Cooking* (First Year) (Academic credit: 2 points). Four hours a week of practical work and one hour of theory, in which the practical as well as the theoretical work is discussed.

The course includes a study of the following:

I. *Food materials and foodstuffs*.—What food is; vegetable and animal foods; foodstuffs; foodstuffs in nutrition; food adjuncts.

II. *Fuels and cooking apparatus*.—Comparison of different fuels; their use; their cost.

III. *Food Preparation*.—(a) Principles of cooking; (b) Care of food in the house; (c) Weighing and measuring; (d) Processes of food preparation; (e) Preparing and mixing; (f) Cooking processes; (g) Disposal of waste food.

IV. *Causes of spoiling foods*.—Methods of preservation.

V. *Heat and its application to food*.—Methods of conveying; losses in heating.

VI. *Special attention to various methods of preparing*: Fruits; vegetables; cereals and their products; milk and milk products; eggs; fish; meats and meat substitutes.

VII. *Household sanitation*.—The dwelling; its location, selection and furnishing in relation to health problems; including also a study of lighting, ventilating and heating; the relation of germ life to water, ice and milk supplies, and to other foods, both uncooked and preserved by various methods.

*Home Economics A-II ("Domestic Science" II):* (Second Year). (Academic credit: 2 points). A continuation of Home Economics A-I, with the addition of the following:

I. *Food and dietetics*.—Study of composition and nutritive value of foods; simple food chemistry; diet and dietaries.

II. *Household management*.—Expenditure for food and shelter; buying and shopping methods; menus; balanced meals; relation to nutrition and cost.

III. *Cooking*:

1. Applied dietaries.—Invalid and infant cookery.

2. Fancy cooking.—Methods of preparation, garnishing and serving.

Special attention is paid in Home Economics A-I and A-II to preparation and serving. In serving, the table equipment, setting of the table and serving are carefully studied and practiced.

A large recently remodeled and newly equipped domestic science kitchen is arranged to provide the best facilities for class-work, both individual and co-operative, and a special dining-room gives the class opportunity for putting into practice methods of service. A series of luncheons is served by the class in this dining-room, applying the lessons on the laying of the table, the serving of different meals, the preparation of the meal, the care of the dining-room, and of the table, silver, china, etc.

*Home Economics B-I ("Domestic Art I")* (First Year): *General Sewing*.—It is the aim of this course to train the fingers and to teach the student to apply the stitches as a means of constructing a definite article.

The course includes:

I. *Handwork*:

- a. The simple and necessary stitches required in garment making, learned as needed. The following are suggestive: hemming, gathering, running, overhand, etc.
- b. Seams and application usually needed, such as: French fell, tailor's, etc., and plackets.
- c. Decoration.—Simple and attractive, designed and applied by the students making use of simple and decorative stitches.

II. *Machine work*.—Use and care of machine and its simple attachments.

III. *Taking of measurements*.—Cutting and making of undergarments.

IV. *Study of commercial patterns*.—Their use, alteration and interpretation.

V. *Study and discussion of*:

- a. *Textile materials*.—Their growth, use and manufacture.
- b. *Economics of dress; economics of selection of materials*.
- c. *Care and repair of clothing*.—Suggestions for daily use, mending and remodeling.

*Home Economics B-II ("Domestic Art II")* (Second Year): Advanced course in Garment Making to follow the general course.

It is the object of this course to give the student some technical skill which she can increase with practice. It includes the following:

- I. Review of principles learned in general course of sewing.

## II. Construction of more advanced garments:

- a. Cotton dress of sheer material—tucked blouse, principle of inserting lace or embroidery.
- b. Close fitting lining—putting together, fitting, finished seams.
- c. Wool dress, plans for seam finish, placket, fastenup.

## III. Embroidery and decorative work—Towels, doilies, etc.

## IV. Discussion of such subjects as:

- a. Clothing—Uses and selection; relation to health.
- b. History of costume.
- c. Costume design. Importance of artistic dress and its requirements; principles of design; value in color; color harmony; simplicity in dress; appropriateness.
- d. Use of patterns—Choice of materials; cost; economical cutting of garments, etc.

## TEXT-BOOKS

The courses are based on the text-books of Professors Kinne and Cooley of Teachers' College, Columbia University, and students use these books as reference text-books.

A I and A II: Kinne & Cooley, Foods and Household Management.

B I and B II: Kinne & Cooley, Shelter and Clothing.

Constant reference is also had to the other current literature of the subject.

## DEPARTMENT OF PHYSICAL TRAINING

Special stress at St. Mary's is laid on the care of the health and the physical training of the students.

All resident students are required to spend an hour daily in open air exercise, and all resident students, except Seniors and Juniors, are required to take the regular physical training course for three periods weekly.

A special class is provided for those who require special treatment, either on account of physical peculiarities or weakness. For such cases the family physician should send written instructions.

### THE GYMNASIUM

The Gymnasium in Clement Hall is ideal for the purpose, and is excellently equipped. The regular physical training exercises are given here, and the athletic sports are held here when the weather is unsuitable for games outside. So far as possible, however, the training is given in the open, and the climate of Raleigh makes open air games and exercise possible practically throughout the year.

The one aim of the Physical Training Department is the conservation and development of the health of the students by their better physical training.

To determine the training proper for each student, and to make it possible to denote the degree of improvement, a physical examination, with physical measurements and strength tests, is made of each student by the School Physician and the Physical Director at the beginning of each session, and also during the second half-year. Comparative statements are sent to parents for their information.



## THE COURSE

Daily exercise is required of all resident students.

The course is thoroughly practical, and is intended to train the students in the art of managing their bodies, in standing, walking, using their limbs, breathing, and the like. The exercise is most wholesome, and the training imparts to the students suggestions about their health which will be most useful to them throughout life.

Short talks on general hygiene are also given by the Physical Director.

*Gymnastics:* Two periods each week are devoted to Gymnastics with or without apparatus, and to games and folk dances.

The course includes free arm exercises with Indian Clubs and Dumb-bells for general development; folk-dances and exercises on German and Swedish apparatus to overcome awkwardness and develop strength, etc.

*Athletics:* At least one period each week is used in playing one or more of the team games: Basketball, Volleyball, Captainball, or Playground-baseball.

## AESTHETIC DANCING

A class or classes in Aesthetic Dancing begins during the fall term, and the course consists of twenty lessons, for which the charge is \$15.

A member of this class is allowed to substitute the Aesthetic Dancing for the regular Physical Culture classes on the days of the Dancing Class.

The Athletic Associations (mentioned on page 24) are under the general supervision of the Physical Director. Fall and Spring Outdoor Meets, Match Games almost weekly between the teams in the games mentioned above, and Tennis Tournaments are held each year under the direction of the Department.



THE FRESHMEN IN THEIR "SCHOOL PARTY" COSTUMES



THE JUNIORS IN THEIR "SCHOOL PARTY" COSTUMES





THE SENIORS IN CAP AND GOWN FOR THE "SCHOOL PARTY"



THE SENIORS WITH THE DAISY CHAIN ON CLASS DAY

GYMNASIUM COSTUME

For use in the Physical Training classes each member of these classes is required to have

*One pair of full, black bloomers,  
Four all white middy blouses,  
One black kerchief tie,  
Three pairs of black cotton stockings,  
One pair of leather gymnasium shoes.*

The shoes will be properly fitted and furnished at the School; the other requirements should be provided before leaving home and brought to the School by the student.

## GENERAL SCHOOL REGULATIONS

In accepting the responsibility for the care of the students at St. Mary's, it is necessary to state that no boarding student is desired whose sense of honor is not sufficiently developed to make it possible to trust her—

*(1) Not to endanger life and property by forbidden use of fire,*

*(2) Not to go off the ample school grounds without permission, and*

*(3) Not to be out of her proper place when she is expected and supposed to be in her own bed.*

The effort of St. Mary's School is to maintain, as far as possible, the family life of the students entrusted to its care.

Local students are expected to conform to all the household requirements of the School while present.

The desire of parents will always be carefully considered, but the final authority in all cases is vested with the Rector. It is understood that in sending a student to the School the parent agrees to submit to such rules as the Rector thinks necessary for the good of the School as a whole.

Parents wishing students to have special permission for any purpose should communicate directly with the Rector, and not through the student.

No student will be permitted to take less than the minimum hours of work.

Written explanations must be presented by students requesting excuse for absence, tardiness, or lack of preparation in any duty.

## EXAMINATIONS

No student is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

## ATTENDANCE

All students are required to arrive in time for the opening of the School session, and to remain until it closes. If they arrive late, without the Rector's approval, they are liable to forfeiture of their places in the School. If withdrawn before the close without the Rector's approval, their connection with the School is permanently terminated, and their claim to a certificate of honorable dismissal is forfeited.

## HOLIDAYS

The *only recess, or holiday*, when students are allowed to leave the School, is at the time of the Christmas vacation.

This holiday, as a rule, is of two weeks duration. Every student is required to be present on time at the close of the Christmas vacation.

There is no Thanksgiving or Easter holiday, and students are not to leave the School at these seasons. Thanksgiving Day is a free day to be celebrated in the School, and Good Friday is a Holy Day, but otherwise the school duties are not interrupted.

## ABSENCE

With the exception noted below, students are not allowed to leave the School except in cases of severe illness, or for some other reason so serious as to seem sufficient to the Rector. The application should be made as early as possible directly by the parent to the Rector, in writing, if possible.

The following exception to this rule is, however, permitted: If the student's record warrants it, the Rector will allow the student one visit *to her home* about March 1st on the request of the parent



that she be allowed to come, the student leaving the School after 3 P. M. Saturday, and returning the following Monday evening.

While the Rector will grant such permissions, it is his duty to say that, in a session of only thirty-four weeks, with a recess at Christmas, *such absences are highly undesirable for the sake of the student and the whole School*. Experience shows that any interruption of the school routine is usually demoralizing to the students; that the student who goes home is thereby made ill in a surprising percentage of cases, and that the probable exposure to contagious diseases while traveling makes such a student on her return a possible menace to the health of the school.

An extension for serious cause of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed within one week of Thanksgiving Day, or Washington's Birthday, or from Palm Sunday to Easter, inclusive.

A student who overstays her absence without the Rector's permission and approval will, by that act, terminate her connection with the School.

## VISITS

The presence of a parent in Raleigh does not in any respect absolve a student from any regulations of the School without permission from the Rector, and obedience to the conditions governing such permissions is a matter between the student and the Rector alone.

The Rector is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be convenient to them, and he will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have parents spend the night at the school. In general, *students are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in

Raleigh for only an hour or two. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No student is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

Visitors are not desired on Sunday. Ladies from the city are heartily welcome on afternoons other than Saturday or Sunday between half-past three and six. The members of the Faculty, assisted by some of the students, receive once a month on Wednesdays from four to half-past five.

All visitors are received in the parlor.

Invitations to students should be sent through the Rector.

## CHURCH ATTENDANCE

Town students, as well as resident students, are required to attend the daily Chapel service at 8:45 A. M. As St. Mary's is distinctly a Church school, *all resident students are required to attend all Chapel services.*

## ROOMS

The assignment of students to quarters is determined on the basis of date of formal application, age, classification, and length of time at the School. *To obtain a room assigned a student must arrive on time.*

(1) Until May 1st of each year, the applications of present students have preference over the applications of prospective students in the designation of the choice of room-places for the following year.

(2) Definite room-places are in no case assigned unless applications are regularly made for all the room-places in that room. If a student who files her application has no prospective room-mate with application on file she may be assigned to a definite hall, but not to a definite room.

(3) West Rock will be reserved for the younger students. Students who are both below the Freshman Class or less than sixteen years of age at the date of entrance will ordinarily be assigned to West Rock. (Present students will be reassigned to West Rock if they will be in the A class the second year, regardless of age.)

In assigning students to rooms, the Rector does not waive the right to change a student at any time from one room to another if, in his judgment, it is best for the order of the School.

### COMMUNICATIONS

All telegrams for the students should be addressed to the Rector.

All letters with regard to the students should be addressed to the Rector, but, when desired, communications pertaining to their health and personal welfare may be addressed to the Lady Principal.

Correspondence with the home circle is freely encouraged, but beyond this *there is no time*, even were it otherwise desirable, for letter writing.

### DRESS

Parents will confer a favor by consulting simplicity in the dress of their daughters, and no dresses of extreme cut may be worn.

All students are expected to wear simple white dresses at Commencement and at all public entertainments given by the School.

Dressmaking should, so far as possible, be attended to at home, as there is neither time nor opportunity for it while at St. Mary's.

### HEALTH PRECAUTIONS

Students exposed to contagious diseases should not return to the School without previous consultation with the Rector.

The Rector strongly advises inoculation for immunity against smallpox and typhoid to be administered at home during vacation before entering the School.

## FOOD

It is a universal experience that boxes of food constantly cause sickness, hence the rule that students may receive one box of food at Thanksgiving and one at Easter. Food sent at other times will be sent to the City Hospital. Candy may be sent occasionally, and fruit at any time.

## POCKET MONEY.

The School cannot pay bills or advance funds to students for any purpose unless a special deposit has been made for that purpose. A monthly allowance, limited in amount, to be deposited with the School and paid to the student weekly is recommended, as tending to give the student a proper sense of the value of money and of responsibility in the use of it.

*Bills must positively not be contracted at the stores, and the merchants are notified to this effect.*

## GENERAL DISCIPLINE

With regard to discipline, it is desired to have as few rules and to grant as many privileges as possible. But in so large a community the rules must be obeyed and enforced uniformly, and the privileges must be withdrawn if they are abused or work injury to the individual and the School, and it must be remembered that no privilege can be allowed to any one which could not, *under similar circumstances, be allowed to all* who ask for it. In working together for the good of the whole School, both parents and the School authorities will, in the end, succeed best in securing the good of each individual.

A student's character depends on learning the duty of obedience to law and order.

## REQUISITES

Boarding students are required to bring with them—

Bed-linen for single bed:

4 sheets, 63x90.

3 pillow-cases, 19x34.

2 counterpanes, white.

1 pair blankets.

6 towels,

Cloak or cape,

Umbrella,

At least one pair of stout high shoes.

Overshoes.

These, and all articles of clothing, must be distinctly marked with the owner's name.

See also list of Gymnasium requisites, page 81.

## RMS

*must be paid quarterly in advance. It due is sent to each parent or the dates of payment in September, which, but failure to receive this notice delay in payment. All bills must students are to remain in school.*

*days or for absence or withdrawal in cases of protracted sickness. In protracted sickness amounting to a parent will divide the loss equally*

*withdrawal at Christmas, nor within session, nor is allowance made for*

## RANCE

required of all resident students for entrance, as a guarantee for no case returned, but on the end to her regular account.

## R RESIDENT STUDENTS

school year 1919-20 is \$450. This includes all regular school fees in the amounts.

Board, Heat, Light, Room-place, Tuition Fee, and Academic or Business



## REQUIS

Boarding students are required to

Bed-linen for single b

4 sheets, 63x

3 pillow-case

2 counterpai

1 pair blank

6 towels,

Cloak or cape,

Umbrella,

At least one pair of s

Overshoes.

These, and all articles of cloth  
with the owner's name.

See also list of Gymnasium requ

## TERMS

*All regular fees are due and must be paid quarterly in advance. A memorandum of the amount due is sent to each parent or guardian a few days before the dates of payment in September, November, January, and March, but failure to receive this notice cannot be offered in excuse for delay in payment. All bills must be paid promptly when due if students are to remain in school.*

*No deduction is made for holidays or for absence or withdrawal of students from school, except in cases of protracted sickness. In case of absence on account of protracted sickness amounting to a month or more the school and the parent will divide the loss equally for the remainder of the half-year.*

*No allowance is made for withdrawal at Christmas, nor within one month of the close of the session, nor is allowance made for late entrance in the first quarter.*

## ENTRANCE

An Entrance Fee of \$25 is required of all resident students at the time of filing application for entrance, as a guarantee for holding place. This fee is in no case returned, but on the entrance of the student is credited to her regular account.

## REGULAR CHARGES FOR RESIDENT STUDENTS

The regular charge for the school year 1919-20 is \$450. This includes all living expenses and all regular school fees in the Academic or Business Departments.

The regular charge includes Board, Heat, Light, Room-place, Laundry, Contingent Fee, Library Fee, and Academic or Business Tuition.

## EXTRA CHARGES

## FEES IN THE MUSIC DEPARTMENT, 1919-20

(Two half-hour lessons each week)

For Piano Lessons.....	\$60 (or) \$70
For Voice Lessons from the Director.....	80
For Voice Lessons from the Assistant. ....	70
For Violin Lessons.....	70
For Organ Lessons.....	70
For the use of Piano for practice.....	5
For the use of the Organ for practice.....	10

These are the charges for one hour's practice each school day during the session. Additional practice is charged at the same rates.

For Theory of Music, Harmony, or History of Music.....	\$10
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These subjects are taught in small classes, with two half-hour lessons each week. The charge for each class is \$10.

Music pupils are required to take one of these classes in connection with their Music Lessons.

For Lessons in Normal Music.....	\$80
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## FEES IN THE ART DEPARTMENT

First Year Work (Drawing, etc.).....	\$40
Second and Third Year Work.....	60

Painting in Oil or Water Color, etc.

Tuition in History of Art.....	10
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Work in special classes at special rates.

### FEES IN THE BUSINESS DEPARTMENT

Full Tuition ..... \$60

This includes any or all of the business branches, with English and Arithmetic.  
No reduction is made for a partial course except as follows:

Typewriting alone. ....	\$25
Bookkeeping alone. ....	25

These fees include the use of typewriter for practice.

### FEES IN THE EXPRESSION DEPARTMENT

Private Lessons ..... \$60

Two half-hour lessons each week.

Class Lessons (in small classes) ..... \$25

No charge is made to Expression pupils for the work in Dramatics done in connection with the regular lessons.

### FEES IN THE HOME ECONOMICS DEPARTMENT

Tuition in Home Economics A (Cooking, etc.) ..... \$30

The Laboratory Fee to cover the cost of supplies is additional and will be about \$5 for the year.

Tuition in Home Economics B (Sewing, etc.) ..... \$20

Materials furnished and charged at cost on the Incidental Account.

### OCCASIONAL FEES

*Laboratory Fee.*—A fee of from \$3 to \$5 is charged students using the Science Laboratory.

This fee is to cover cost of material and varies with the course.

*Graduating Fee.*—A fee of \$5 is charged each student receiving a Diploma in any department; and a fee of \$2 is charged each student receiving a Certificate.

## INCIDENTAL CHARGES

These are not properly school charges, but are simply charges for materials or money which the School furnishes to the student as a convenience to the parent.

A statement of the Incidental Account is sent quarterly.

Parents are requested to make an Incidental Deposit to cover the cost of materials bought by the School and furnished to the students, and also to provide pocket money. As these charges will vary with need, no definite statement can be made, but ordinarily \$35 for the year will be sufficient in addition to the allowance for pocket money.

Books and Stationery, Sheet Music, and Art Materials are furnished by the School and charged at regular prices.

It is advisable that the pocket money should be furnished only through the School, and *it is urged that the amount should not exceed one dollar a week.*

EXPLANATORY STATEMENT OF  
REGULAR CHARGES

The regular charges given in concise form on page 89 may be further explained as follows:

*Academic Tuition.*—The charge is the same for a full course or a partial course.

A student, however, taking only one or two classes, is charged \$25 a class.

*Laundry.*—The regular charge for the year covers an average of \$1.75 worth of laundry each week, or \$56 worth for the year, at regular laundry prices. Additional pieces are charged extra at half rates. Laundry lists with prices will be sent on request. Pupils are expected to limit the number of fancy pieces.

*Medical Fee.*—This fee, which is included in the regular charge, entitles boarding students to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without further charge. Cases of major surgery, however, and special treatment of eyes, ears, etc., and dental services are not included, and the expense of these, when necessary, must be borne by the parent or guardian. It is understood that any patron may, if so inclined, pay a special fee to the School Physician, in cases of extraordinary or long-continued sickness. All special prescriptions are charged extra.

The following statement with regard to the School Physician was adopted at the May, 1914, meeting of the Executive Committee:

"The health of the School is under the charge of the School Physician, and all boarding students are under his care, but with the previous consent of the Rector and the School Physician some other reputable physician may be called in to meet the School Physician in consultation."

## DEDUCTIONS

A deduction of 10 per cent in the tuition charge is made in the case of students who take Vocal and Instrumental Music, Piano and Elocution, Music and Art, and like combinations. This deduction is made only to students who pay full Academic tuition.

A deduction of \$25 each for the year is made in the charges when two or more resident students enter from the same family.

A deduction of 10 per cent of the charge for Academic tuition is made when two or more local students enter from the same family.

These deductions are conditional on the bill being paid in advance.



## SCHOLARSHIPS IN ST. MARY'S

In order to receive the benefit of any scholarship paying more than \$60 a year the scholarship holder is expected to fulfill the following conditions:

1. She must by examination enter at least as high as the Freshman class of the College without conditions.
2. She must take at least fifteen points of college work each year.
3. She must take a regular course in the College leading to graduation.
4. She must each year do such work and conduct herself in such a way as to receive the recommendation of the Rector for continuance or reappointment as a holder of the scholarship.
5. Scholarship girls must file regular application papers; must pay the Application Fee by August 1st; and must pay promptly each quarter such proportion of cash as is required over and above the amount the scholarship provides.

These rules have been in effect for a number of years.

The regularly established scholarships in St. Mary's are as follows:

### COMPETITIVE SCHOLARSHIPS

1. The *David R. Murchison Scholarship*, endowed 1903 (\$300). (For the Diocese of East Carolina.)
2. The *Smedes Memorial (Alumnæ) Scholarship*, endowed 1904 (\$270).

These scholarships, when vacant, are filled by competitive examination of qualified applicants. They will next be vacant for the session of 1920-21.

### NON-COMPETITIVE SCHOLARSHIPS

- (A). *Clergy Scholarships*. For daughters of the clergy. Not limited in number. Allotted by the Rector of St. Mary's. To these scholarships only Conditions 4 and 5 above apply. The value of each of these scholarships is \$60 for non-resident students and \$100 for resident students.

- (B). 1. *Raleigh City Schools Scholarships*. (\$60 each.) One filled each year. The holder nominated by the Superintendent.
2. *Mary Ruffin Smith Scholarship* of the Diocese of North Carolina. (\$60). The holder nominated by the Bishop of the Diocese.
3. *Mary Cain Scholarship*. The holder designated by the Rector with preference to the descendants of the said Mary Cain.
- (C). 1. *Mary Ruffin Smith Scholarships* of the Diocese of North Carolina. (Two, \$250 each.) The holders nominated by the Bishop of the Diocese.
2. *Mary E. Chapeau Scholarship* of the Diocese of North Carolina. (\$250). The holder nominated by the Bishop of the Diocese. Primarily for daughters of the clergy.
3. *Mary E. Chapeau Scholarship* of the Diocese of East Carolina. (\$250.) The holder nominated by the Bishop of East Carolina. Primarily for daughters of the clergy.
4. The *Madame Clement Memorial Scholarship*. (\$250.) The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.
5. The *Eliza Battle Pittman Scholarships*. (Two, \$250 each.) The holders residents of Edgecombe County, North Carolina. Nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.
6. The *Martin Scholarship*. (\$180.) The holder appointed by the President of the Board of Trustees, acting for the Board.
7. The *South Carolina Scholarships*. Provided by funds contributed by the Diocese of South Carolina. The holders residents of South Carolina. The appointments made and amount of scholarships allotted by the Bishop of South Carolina.

Note.—From the David R. Murchison Scholarship, the Martin Scholarship, the South Carolina Scholarships, and the Mary Cain Scholarship the School receives annually the cash amount credited to the holder of the scholarship. There is no such return to the School in the case of the other scholarships.

# THE ALUMNAE OF ST. MARY'S

## OFFICERS OF THE ST. MARY'S ALUMNÆ ASSOCIATION FOR 1919-1920

Mrs. Thomas Walter Bickett, <i>President</i> .....	<i>Raleigh, N. C.</i>
Mrs. Nannie B. Ashe, <i>Vice-President</i> .....	<i>Raleigh, N. C.</i>
Miss Kate McKimmon, <i>Secretary</i> .....	<i>St. Mary's, Raleigh, N. C.</i>
Miss Loula T. Busbee, <i>Asst. Secretary</i> .....	<i>Raleigh, N. C.</i>
Mrs. Ernest Cruikshank, <i>Treasurer</i> .....	<i>St. Mary's, Raleigh, N. C.</i>

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### ALUMNAE COUNCIL

Mrs. Ashby L. Baker, <i>Raleigh, N. C.</i> .....	until 1920
Miss Gertrude Royster, <i>Raleigh, N. C.</i> .....	until 1920
Mrs. J. S. Holmes, <i>Chapel Hill, N. C.</i> .....	until 1921
Mrs. Walter Montgomery, <i>Raleigh, N. C.</i> .....	until 1921
Mrs. J. J. Bernard, <i>Raleigh, N. C.</i> .....	until 1922
Miss Florence W. Slater, <i>New York City</i> .....	until 1922

And the officers *ex officio*.

The Alumnae Association of St. Mary's, which was first established in 1880 and meets annually at Commencement, has done effective work in aiding the progress of the school and is strong and vigorous.

In addition to constant assistance rendered St. Mary's by the individual members, the Association has completed three special works of importance and is now actively interested in the campaign of the Trustees for the \$250,000 Fund.

(1) The *Foundation of the Smedes Memorial Scholarship* in St. Mary's, in memory of the founder and first Rector of St. Mary's his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.



SNAPSHOTS OF 1918-1919  
*Welcome to the Returning 113th*  
*The Grove in the One Snow of the Winter*  
*Reminders of the "Colonial Ball"*





MAY DAY: THE MAY QUEEN AND HER COURT



MAY DAY: THE FLAG DRILL

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell Fund* and the *Kate McKimmon Fund* in St. Mary's, the third work of the Association, was undertaken at the 1907 Commencement and the sum reached \$5,000 in 1916.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semi-annual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upwards of 150 active members of the Raleigh Alumnæ Chapter, and there are active Chapters in New York and Baltimore, as well as in many places nearer home.



# REGISTER OF STUDENTS

1919-1920 18-19

(The \* indicates non-resident students.)

This is the  
Senior class of  
1919

## SENIOR CLASS

Albertson, Bertha.....	N. C.	Kirtland, Mildred.....	Fla.
Battle, Helen.....	N. C.	*Kitchin, Elizabeth.....	N. C.
Bowne, Elizabeth.....	N. C.	Lay, Ellen.....	N. C.
Burke, Nina.....	La.	Toler, Louise.....	N. C.
Drane, Marian.....	N. C.	Waddell, Elizabeth.....	N. C.
Erwin, Josephine.....	N. C.	Wilson, Mary C.....	N. C.
Fallon, Margaret.....	N. C.		

## JUNIOR CLASS

Batts, Katherine.....	N. C.	Rawlings, Margaret.....	N. C.
Blanton, Millicent.....	N. C.	Ruffin, Jane.....	N. C.
Cooper, Nina.....	N. C.	Smith, Adelaide.....	N. C.
Davis, Sara.....	S. C.	Sublett, Eleanor.....	Va.
Glass, Rainsford.....	Fla.	Thomas, Eugenia.....	Ga.
Higgs, Annie.....	N. C.	Toy, Jane.....	N. C.
*Hoke, Mary.....	N. C.	Wilkes, Carrie McIver.....	N. C.
*Lay, Nancy.....	N. C.	*Womble, Ruth.....	N. C.
*Miller, Pauline.....	N. C.	Yellott, Mary.....	Md.
Moffitt, Mary.....	N. C.		

## SOPHOMORE CLASS

Alston, Katherine.....	N. C.	Henry, Frances.....	N. C.
Anderson, Lucy London.....	N. C.	Howell, Virginia.....	N. J.
Avent, Lou Spencer.....	N. C.	Kirtland, Dorothy.....	Fla.
Barnard, Margaret.....	Del.	Miller, Catherine.....	N. C.
Cheek, Alice.....	N. C.	Nolan, Elizabeth.....	Ga.
Collier, Elizabeth.....	N. C.	Patterson, Juanita.....	Va.
Collier, Susan.....	N. C.	Sherrod, Patty.....	N. C.
Hart, Nancy.....	N. C.	White, Nelle.....	N. C.

## FRESHMAN CLASS

Ashton, Helen.....	Colo.	*Barber, Harriet.....	N. C.
Avent, Estelle.....	N. C.	Barnhill, Marjorie.....	N. C.
Bailey, Millicent.....	D. C.	Bonner, Elizabeth.....	N. J.

Boyd, Catherine.....	N. C.	McMurry, Sarah.....	N. C.
Branson, Elizabeth.....	N. C.	Pegram, Mary Stuart.....	N. C.
Cabell, Dorothy.....	Va.	Pou, Margaret.....	N. C.
Champion, Elizabeth.....	Ga.	Powell, Louise.....	N. C.
*Cross, Elizabeth.....	N. C.	Prather, Marion.....	N. C.
Cumming, Anne.....	N. C.	Ray, Anna.....	N. C.
Duncan, Annie.....	N. C.	Rembert, Augusta.....	S. C.
Fairley, Elsie.....	N. C.	Susman, Bertha.....	S. C.
Gareissen, Marietta.....	N. C.	Thorne, Crichton.....	N. C.
Hawkins, Katherine.....	Fla.	Thorpe, Margaret.....	N. C.
*Hill, Randolph.....	N. C.	Townsend, Hannah.....	N. C.
Hutson, Edith.....	Fla.	Venable, Frances.....	N. C.
Kent, Florida.....	S. C.	Waddell, Katherine.....	N. C.
*Linehan, Susan.....	N. C.	Walton, Louise.....	N. C.
Meekins, Mahalah.....	N. C.	Weeks, Preston.....	D. C.
Moore, Caroline.....	N. C.	Whedbee, Frances.....	N. C.
Morgan, Florie Belle.....	N. C.	*Wilson, Mary B.....	N. C.
Moses, Elsie.....	N. C.	Williams, Helen.....	N. C.
Mountcastle, Frances Holt.....	N. C.	Woody, Frances.....	N. C.

#### PREPARATORY DEPARTMENT

*Adams, Margaretta.....	N. C.	*Chamberlain, Melissa.....	N. C.
Aiken, Florence.....	Fla.	Collier, Eunice.....	Ga.
Allen, Marion.....	Va.	Copeland, Josephine.....	N. C.
Baker, Belzora.....	Ala.	Crawford, Jane.....	N. C.
*Baker, Elizabeth.....	N. C.	*Dargan, Caroline.....	N. C.
Barton, Fannie.....	S. C.	Dawson, Mildred.....	N. C.
Baughm, Christine.....	N. C.	Dougherty, Muriel.....	D. C.
Bell, Lois.....	Va.	Duncan, Marion.....	N. C.
Bessellieu, Belle.....	Ga.	Dunwody, Florida.....	Fla.
Best, Martha.....	N. C.	Eberman, Betty.....	N. C.
Bissett, Edith.....	N. C.	Eccles, Hope.....	Va.
Blair, Hannah.....	N. C.	Edmundson, Margaret.....	N. C.
Blakeley, Nelle.....	S. C.	Everett, Mary Louise.....	N. C.
Blount, Dorothy.....	Md.	*Fetter, Mary.....	N. C.
Bonner, Clarissa.....	N. C.	Fields, Maria.....	Va.
*Boylston, Adelaide.....	N. C.	Fishel, Selma.....	N. C.
Brock, Lois.....	N. C.	Flora, Virginia.....	N. C.
Budge, Helen.....	Fla.	Forester, Margaret.....	N. C.
Carr, Annie.....	N. C.	Foster, Rosalind.....	Ga.
Carr, Martina.....	N. C.	Franklin, Grace.....	N. C.
Carson, Selma.....	N. C.	Freeland, Elsie.....	Va.

*Grimes, Jane.....	N. C.	Page, Virginia.....	Va.
Hale, Elizabeth.....	N. C.	Parker, Beatrice.....	N. C.
Hannah, Eloise.....	N. C.	Patch, Anna.....	N. C.
*Hart, Matilda.....	N. C.	Powell, Dorothy.....	N. C.
Hawkins, Laura.....	Fla.	*Raney, Margaret.....	N. C.
Hawkins, Mabel.....	Fla.	*Robbins, Roe Ella.....	N. C.
Hines, Elizabeth.....	N. C.	Roberson, Callie Mae.....	N. C.
Hines, Leone.....	N. C.	Roberson, Helen.....	N. C.
Holmes, Carrie May.....	N. C.	Rogers, Ella.....	S. C.
Hoyt, Marjorie.....	N. C.	*Rosenthal, Corinne.....	N. C.
Huguenin, Gladys.....	S. C.	*Russ, Julia.....	N. C.
*Jackson, Elizabeth.....	N. C.	*Sanderford, Helen.....	N. C.
Jacobs, Lucille.....	N. C.	Scott, Virginia.....	N. C.
James, Christine.....	N. C.	Smith, Anita.....	Ga.
*Johnston, Mary.....	N. C.	Spence, Clare.....	N. C.
*Jones, Madeleine.....	N. C.	Springs, Margaret.....	N. C.
Jordan, Virginia.....	N. C.	Swett, Doris.....	N. C.
*Kaupp, Madelon.....	N. C.	Sydnor, Margaret.....	N. C.
Kern, Frances.....	Ga.	Taylor, Sue.....	Ga.
Kirby-Smith, Carolina.....	Mex.	*Thomas, Anna Ball.....	N. C.
Lanier, Belle.....	Ga.	Thomas, Elizabeth.....	S. C.
*Lawrence, Elizabeth.....	N. C.	Towles, Janice.....	S. C.
*Lay, Lucy.....	N. C.	Tucker, Nannie.....	N. C.
Lee, Mary.....	Va.	*Walters, Macon.....	N. C.
Lee, Olive.....	Va.	Ward, Emily.....	N. C.
Lindsay, Elizabeth.....	N. C.	*Way, Evelyn.....	N. C.
*Manning, Annie Louise.....	N. C.	*Webb, Frances.....	N. C.
*Marshall, Ethel.....	N. C.	Weissenger, Helen.....	S. C.
Meggs, Grace.....	Fla.	Whitaker, Dorothy.....	Tenn.
Miller, Edith.....	Tenn.	*Whitaker, Marie.....	N. C.
*Morgan, Mary Strange.....	N. C.	Wills, Lucy Lillian.....	N. C.
Morris, Lonie.....	Fla.	Wimberly, Mary Bryan.....	N. C.
McCabe, Mary.....	N. C.	Wright, Mary Ruth.....	N. C.
McMorris, Julia.....	Va.	Yarborough, Mary Wiatt.....	N. C.
MacRae, Carolina.....	N. C.	Yorke, Margaret.....	N. C.
Norfleet, Mabel.....	N. C.	Yow, Flora.....	Ga.

## BUSINESS CLASS

Albertson, Bertha.....	N. C.	*Blacknall, Ella.....	N. C.
Barnard, Margaret.....	Del.	*Bowen, Eunice.....	N. C.
Baxter, Rebecca.....	Tenn.	*Brantley, Eugenia.....	N. C.

Bristol, Augusta.....	N. C.	Lucas, Louise.....	Va.
Brown, Margaret.....	N. C.	Meggs, Leila.....	Fla.
Buchanan, Evelyn.....	Pa.	Michael, Helen.....	Va.
Chrismon, Mildred.....	N. C.	McCoy, Helen.....	N. C.
Cooley, Mildred.....	N. C.	*McKethan, Ethel.....	N. C.
*Corr, Lucile.....	N. C.	Northrop, Carolyn.....	N. C.
Daughtridge, Mary Will.....	N. C.	Nothwang, Jessie.....	Ark.
Dent, Louvenia.....	N. C.	Nottingham, Lucia.....	N. C.
Harris, Ruth.....	N. C.	Pickett, Mary.....	N. C.
Herrick, Virginia.....	N. C.	*Shipman, Josephine.....	N. C.
Hill, Hortense.....	Ga.	Sublett, Eleanor.....	Va.
Holt, Myrtle.....	N. C.	Tayloe, Athalia.....	N. C.
Hughes, Evelyn.....	N. C.	Thomas, Eugenia.....	Ga.
Jackson, Clara.....	Ga.	Timberlake, Gladys.....	N. C.
*Johnson, Charlotte.....	N. C.	Wallace, Mary.....	Ga.
Keith, Kathryn.....	N. C.	Ward, Emily.....	N. C.
Keyes, Anna.....	N. C.	Wilkins, Blanche.....	N. C.
Klingman, Katharine.....	N. C.	*Wilson, Ina.....	N. C.
Low, Gertrude.....	N. C.	Yellott, Mary.....	Md.

### SPECIAL STUDENTS

(All non-resident)

Baker, Katharine.....	Dom. Sci.	Ray, Bessie.....	Violin
Bonner, Blanche.....	Piano	Ray, Mary.....	Cello
Brown, Clyde.....	Art	Stancell, Fredericka.....	Voice
Jones, Carmen.....	Piano	Staudt, Janie.....	Violin
Matthews, Margaret.....	Piano	Thompson, George.....	Violin
Maynard, Carey.....	Violin	Williams, Howard.....	Organ
McCarty, Jean.....	Piano	Wingate, Clara.....	Violin

### INTERMEDIATE DEPARTMENT

(All non-resident)

Denson, Sara	Pendleton, Sylbert
Dobbin, Virginia	Rogers, Mishew
Green, Frances	Southerland, Sarah
Hopkins, Lois	White, Lillian
Jones, Isabelle	White, Ray
Lyon, Mary	Wright, Violet
Mason, Eleanor	Yates, Mary Elizabeth

## PRIMARY

Andrews, Julia	Riddick, Eugenia
Hamilton, Martha	Robbins, Susie May
Hughes, Margaret	Thrift, Katharine
Lawrence, Anne	Waite, Jeanette
Preston, Mary	Waller, Dorothy
Preston, Rhea	White, Evangeline
Raney, Katharine	Withers, Mary Lawrence

The Intermediate and Primary Departments will be discontinued in 1919  
1920.

Total enrollment: 287. Resident students, 201; non-resident students, 86.

## COMMENCEMENT AWARDS, 1919

## THE CLASS OF 1919

## FULL GRADUATES :

Bertha Sears Albertson.....	Scotland Neck, N. C.
Helen Van Wyck Battle.....	Tarboro, N. C.
Marie Elizabeth Bowne.....	Biltmore, N. C.
Nina Hine Burke.....	New Iberia, La.
Marian Drane (Second Honor).....	Edenton, N. C.
Josephine Erwin.....	Durham, N. C.
Margaret Stewart Fallon.....	Durham, N. C.
Mildred Elizabeth Kirtland.....	St. Augustine, Fla.
Elizabeth Kitchin (First Honor).....	Raleigh, N. C.
Ellen Booth Lay.....	Springfield, Mass.
Carrie Louise Toler.....	Rocky Mount, N. C.
Elizabeth Nash Waddell.....	Manchester, N. C.
Mary Collett Wilson.....	Greensboro, N. C.

## AWARDS IN THE MUSIC DEPARTMENT

## Certificates in Piano

Katherine Alston.....	Raleigh, N. C.
Lou Spencer Avent.....	Rocky Mount, N. C.
Florie Belle Morgan.....	Oriental, N. C.

## Teacher's Certificate in Piano

Lou Spencer Avent.....	Rocky Mount, N. C.
Emma Marjorie Barnhill.....	Robersonville, N. C.
Anna Rogers Lay.....	Springfield, Mass.
Florie Belle Morgan.....	Oriental, N. C.

## THE ART DEPARTMENT

## Certificates

Helen Van Wyck Battle.....	Tarboro, N. C.
Josephine Erwin.....	Durham, N. C.
Susan Linehan.....	Raleigh, N. C.



## THE HOME ECONOMICS DEPARTMENT

## Full Certificates

Margaret Barnard.....	Camden, Del.
Selma Eugene Fishel.....	Vaughan, N. C.
Virginia Archibold Howell.....	Trenton, N. J.
Sara Elizabeth McMurry.....	Shelby, N. C.

## Certificate in Domestic Science

Mildred Elizabeth Kirtland.....	St. Augustine, Fla.
Catharine Margaret Miller.....	Henderson, N. C.

## THE BUSINESS DEPARTMENT

## Full Certificates

Rosa Mildred Chrismon.....	Charlotte, N. C.
Gertrude Louise Low.....	Wilmington, N. C.

## Certificates in Stenography and Typewriting

Bertha Sears Albertson	Kathrine Klingman
Margaret Barnard	Louise Lucas
Rebecca Lindsley Baxter	Kathryn Anne McDowell
Eunice Bowen	Jessie Nothwang
Eugenia Brantley	Eleanor Sublett
Augusta Bristol	Eugenia Thomas
Mildred Lassiter Cooley	Carrie McIver Wilkes
Mary Will Daughtridge	Ina Wilson
Lena Mertyl Holt	Mary Trail Yellott
Kathryn Berger Keith	

## Certificates in Typewriting and Bookkeeping

Margaret Brown	Leila Meggs
Hortense Hill	Josephine Shipman
Lula Olive Lee	Mary Emma Wallace

## Certificates in Typewriting

Marian Drane	Lucy Fitzhugh Lay
Virginia Herrick	Gladys Timberlake

## FORM OF BEQUEST

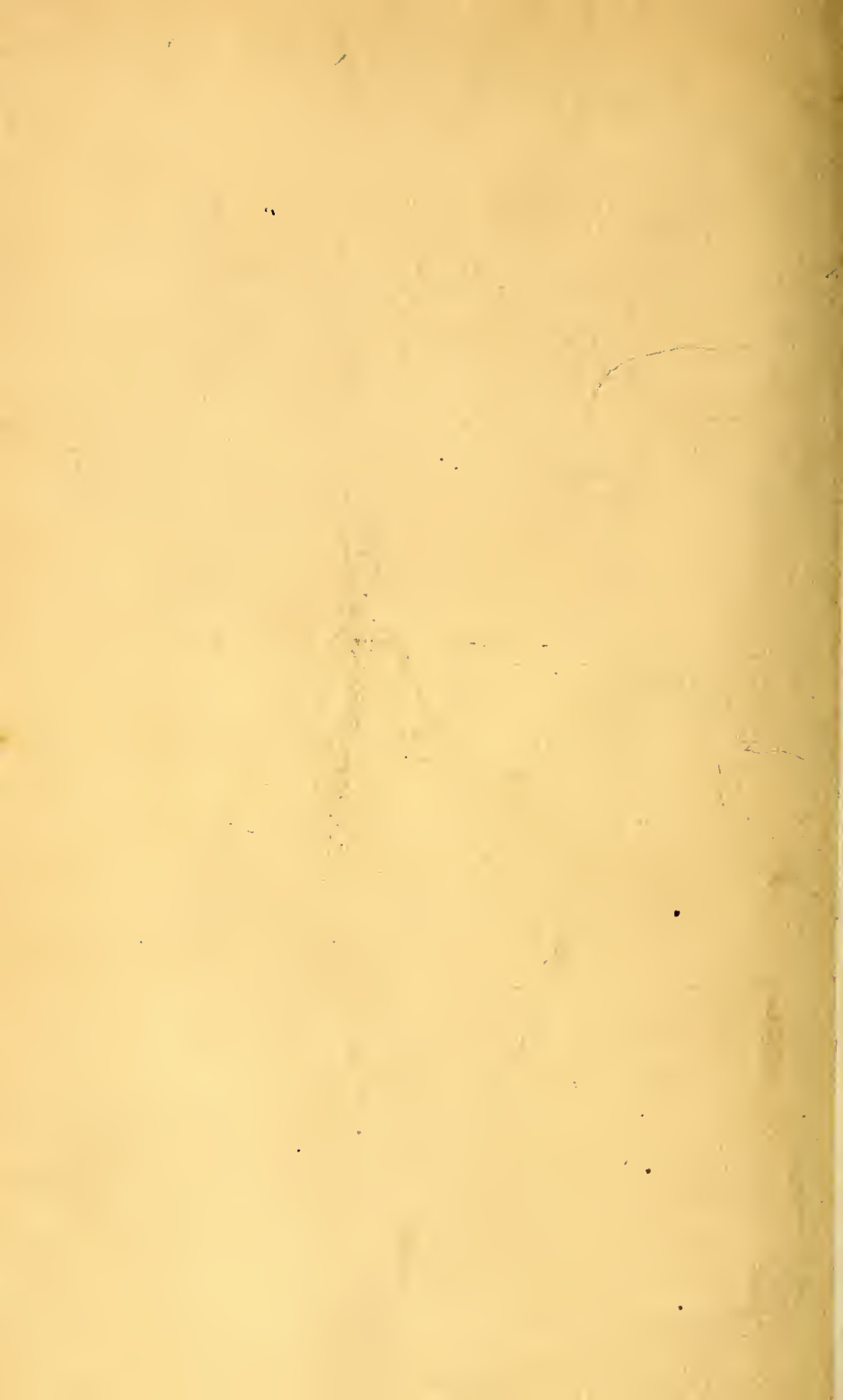
"I give, devise, and bequeath to the Trustees of St. Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given).....  
in trust that it shall be used for the benefit of said school, in the discretion of said Trustees, for building, improvement, equipment, or otherwise"

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said school in such manner and for such purposes as to the Trustees may seem best."







May 1920

# ST MARY'S

## S · C · H · O · O · L



11

BULLETIN

BULLETIN

Catalogue  
1920-1









RECTOR

CHURCH

WEST ROCK

WEST WING

SMITH HALL

EAST WING

EAST ROCK

SENIOR HALL

ART BUILDING

GYMNASIUM

PANORAMIC VIEW OF ST. MARY'S, RALEIGH, N. C.



May 1920

Series 9, No. 2

# ST. MARY'S SCHOOL

BULLETIN



RALEIGH, N. C.

CATALOGUE  
NUMBER

PUBLISHED QUARTERLY BY ST. MARY'S SCHOOL  
RALEIGH, NORTH CAROLINA

Entered July 3, 1905, at Raleigh, N. C., as second class matter  
under act of Congress of July 16, 1894

# CALENDAR

1920

MAY							JUNE							JULY							AUGUST								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1				1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12		4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19		11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	20	21	22	23	24	25	26		18	19	20	21	22	23	24	22	23	24	25	26	27	28	
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30	31																												
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
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26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31			

1921

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5			1	2	3	4	5					1	2	
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MAY							JUNE							JULY							AUGUST						
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														31													
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
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							30	31																			

1922

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1	2	3	4									1		
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
																					30						

## CALENDAR FOR 1920-1921

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1920

- September 13, Monday..... Faculty assemble at St. Mary's.  
September 14, Tuesday..... Registration and Classification of City Students; New Resident Students report by 7 P. M.  
September 15, Wednesday.... Preliminary Examinations; Old Resident Students report by 7 P. M.; Registration and Classification of Resident Students.  
September 16, Thursday..... Opening service of Advent Term (First Half-year) at 9 A. M.  
November 1, Monday..... All Saints: Founders' Day.  
November 18, Thursday..... Second Quarter begins.  
November 25, Thursday..... Thanksgiving Day.  
December 22, Wednesday..... Christmas Recess begins at 3 P. M.

1921

- January 4, Tuesday..... Resident Students report by 7 P. M.  
January 20, Thursday..... Easter Term (Second Half-year) begins.  
February 9, Ash Wednesday. Lent begins.  
March 10, Thursday..... Spring Recess begins at 12 M.  
March 15, Tuesday..... Resident Students report by 7 P. M.  
March 17, Thursday..... Last Quarter begins.  
March 25, Good Friday..... Holy Day.  
March 27..... Easter Day.  
May 12, Thursday..... Alumnae Day; 79th Anniversary of the Founding of St. Mary's.  
May 22-24..... Commencement Season.  
September 15, Thursday..... 80th Session begins.

*No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, or from Palm Sunday to Easter, inclusive.*



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# THE BOARD OF TRUSTEES

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## THE BISHOPS

RT. REV. JOS. BLOUNT CHESHIRE, D. D., *Chairman*.....Raleigh, N. C.  
RT. REV. WM. ALEXANDER GUERRY, D. D.....Charleston, S. C.  
RT. REV. JUNIUS M. HORNER, D. D.....Asheville, N. C.  
RT. REV. THOS. C. DARST, D. D.....Wilmington, N. C.

## CLERICAL AND LAY TRUSTEES

### *North Carolina*

REV. J. E. INGLE, Raleigh	REV. M. A. BARBER, Raleigh
DR. R. H. LEWIS, Raleigh	REV. ISAAC W. HUGHES, Henderson
MR. D. Y. COOPER, Henderson	COL. CHAS. E. JOHNSON, Raleigh
MR. GRAHAM ANDREWS, Raleigh (until 1924)	MR. W. A. ERWIN, Durham (until 1921)

### *East Carolina*

REV. G. F. HILL, Elizabeth City	REV. R. B. DRANE, D. D., Edenton
MR. GEO. C. ROYALL, Goldsboro (until 1924)	MR. FRANK WOOD, Edenton (until 1921)

### *South Carolina*

REV. T. T. WALSH, Yorkville	REV. L. G. WOOD, New York City
MR. P. T. HAYNE, Greenville (until 1920)	MR. T. W. BACOT, Charleston (until 1920)

### *Asheville*

REV. F. P. LOBDELL, Rutherfordton	REV. H. N. BOWNE, Biltmore
HON. WM. A. HOKE, Lincolnton (until 1922)	MR. W. D. ANDERSON, Gastonia (until 1920)

## EXECUTIVE COMMITTEE

RT. REV. J. B. CHESHIRE, D. D., <i>Chairman</i>	
COL. CHAS. E. JOHNSON	DR. R. H. LEWIS
HON. W. A. HOKE	MR. GEORGE C. ROYALL
MR. D. Y. COOPER	

## SECRETARY AND TREASURER

DR. K. P. BATTLE, JR., Raleigh, N. C.

## COMMITTEE ON RAISING THE BUILDING AND ENDOWMENT FUND

REV. ISAAC W. HUGHES, <i>Chairman</i>	
MR. GEORGE C. ROYALL	MR. GRAHAM H. ANDREWS

## SPECIAL REPRESENTATIVE OF THE TRUSTEES FOR THE PURPOSE OF RAISING THE FUND

REV. FRANCIS M. OSBORNE, Sewanee, Tenn.

# THE FACULTY AND OFFICERS OF ST. MARY'S

1919-1920

REV. WARREN W. WAY.....Rector  
MRS. CHARLES E. PERKINS.....Lady Principal  
ERNEST CRUIKSHANK.....Secretary and Business Manager

---

## THE ACADEMIC DEPARTMENT

REV. WARREN W. WAY.....Bible and Ethics  
(A. B., Hobart College, 1897; General Theological Seminary, Rector of Grace Church, Cortland, N. Y., 1900-14; Rector of St. Luke's Church, Salisbury, 1914-18. Rector of St. Mary's, 1918—)

WILLIAM E. STONE.....History and Political Science  
(A. B., Harvard, 1882; principal, Edenton, N. C., Academy, 1901-02; master in Porter Academy, Charleston, 1902-3. St. Mary's, 1903—)

ERNEST CRUIKSHANK.....Psychology and Current History  
(A. B., Washington College, Md., 1897; A. M., 1898; graduate student Johns Hopkins University, 1900. St. Mary's, 1903—)

FRANCES RANNEY BOTTUM.....Science  
(San Diego, Cal., Normal College, 1910-11; graduate St. Mary's, 1912; summer student, Teachers' College, Columbia University, 1913, 1914; George Peabody College for Teachers, 1916-19. St. Mary's, 1912—)

LEAH AUGUSTA DENNIS.....English  
(A. B., Northwestern University, 1913; A. M., 1914. Teacher in Grafton Hall, 1914; Southern College, Petersburg, Va., 1917-18. St. Mary's, 1918—)

MARY SEARLE.....Mathematics  
(B. S., Wellesley College, 1887. Teacher in Miss Hall's School, Baltimore, 1891-1900; The Arundell School, Baltimore, 1900-16; Sweet Briar College, 1916-19. St. Mary's, 1919—)

GRACE EVANS ST. JOHN.....English  
(A. B., Barnard College, Columbia University, 1916. Teacher in Hardwick Academy, Vt., 1916-17; Millville (N. J.) High School, 1917-18. St. Mary's, 1919—)

ELIZABETH E. SHEARER.....French  
(A. B., Mount Holyoke College, 1896; graduate student, Columbia University; student in France and Italy; Associate Member Archæological Society of America. Teacher in Brooklyn Heights Seminary, N. Y.; Queens College, Charlotte, 1914-17; Shorter College, Ga., 1917-19. St. Mary's, 1919—)

LOULIE M. WILSON.....Latin  
(B. A., Sweet Briar College, 1912; student, Winthrop College, S. C., 1905-08; summer session, Columbia University, 1918. Teacher in St. Margaret's Hall, Boise, 1913-15; The Cathedral School, Orlando, Fla., 1916-17; St. Jeanne's School, Roanoke, Va., 1917-19. St. Mary's, 1919—)

KATHERINE QUACKENBOS.....Spanish and French  
(A. B., Barnard College, 1917. St. Mary's, 1919—)

FLORENCE C. DAVIS.....Elocution

(B. O., Emerson College, Boston, 1906; Elmira College; Posse Gymnasium. St. Mary's, 1911—)

AMAIE BIERCE.....Physical Director

(Graduate The Savage School for Physical Education, New York City, 1916. Teacher Brerestead School, Lake George, 1916-17; Grantwood Hall, N. Y., 1917-18. St. Mary's, 1918—)

## MUSIC DEPARTMENT

WILLIAM H. JONES, A. A. G. O., Director.....Piano, Organ, Voice,  
Theory

(A.B., Trinity College N. C.; Pupil in Berlin of Wilhelm Berger and Schirner in Piano, of Fraulein Anderson in Voice, and of Clemens in Organ. Director of Music, Hampton College, and private teacher in Norfolk, 1900-18; Organist and choirmaster in old St. Paul's, in St. Luke's and in the First Presbyterian Church, Norfolk, 1900-18; Y. M. C.A. Secretary overseas, 1918-19. St. Mary's, 1919—)

MARTHA A. DOWD.....Piano, Theory, History of Music

(Graduate of St. Mary's, 1884; pupil of Kuersteiner, Sophus Wiig, Albert Mack; of Edwin Farmer in New York, 1915. President N. C. Music Teacher's Association, 1916 St. Mary's, 1886—; Director of Music, 1908-17)

EBIE ROBERTS.....Piano

(Pupil in Piano of James P. Brawley, Blinn Owen; in Harmony of John A. Simpson; in Organ of Wade Brown; Certificate in the Burroughs Method. Columbia University, Summer Session, 1916. Private teacher. St. Mary's, 1913—)

GUSTAV HAGEDORN.....Violin

(Pupil of Adolph Hahn and Leopold Lichtenberg; of Issay Barmas and Edgar Stillman Kelly, Berlin. Five years member of the Cincinnati Symphony Orchestra; Professor of Violin, Orchestra Instruments, etc., Meredith College, 1906-15; Dean of the Meredith College School of Music, 1912-15. Director of Music, University of North Carolina Summer School, 1912—; President N. C. Music Teachers' Association, 1913-14. St. Mary's, 1916—)

SUE KYLE SOUTHWICK.....Piano

(Graduate New England Conservatory, 1918. Private teacher, Alvin and Galveston, Texas, 1911-17. St. Mary's, 1918—)

MRS. ELIZA SMEDES KNOX.....Piano

(Graduate St. Mary's School. Pupil for two years of Theodore Kullak in Berlin, of Reinecke, Jadassohn and Zwintscher in Leipzig. St. Mary's, 1919—)

†MARGUERITE WEBSTER GESNER.....Voice

(Graduate New England Conservatory, 1919. St. Mary's, 1919—)

\*ELIZABETH KATHARINE MOREHARDT.....Voice

(Graduate New England Conservatory, 1919. St. Mary's, 1920—)

†First half-year.

\*Second half-year.

## ART DEPARTMENT

CLARA I. FENNER, *Director*.....Drawing, Painting, Design, etc.  
 (Graduate Maryland Institute School of Art and Design; special student Pratt Institute, 1905; special student in Paris, 1907. Director of Art, St. Mary's, 1892-96; 1902—)

## EXPRESSION DEPARTMENT

FLORENCE C. DAVIS, *Director*.....Elocution, Dramatic Art  
 (B. O., Emerson College, Boston, 1906; Elmira College [N. Y.]; Posse Gymnasium, Boston; pupil of Edith Herrick, Boston, summers 1911-'13-'14 [Leland Powers Method]; private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; teacher, Reidsville Seminary [N. C.], 1909-'11. Director of Expression. St. Mary's, 1911—)

## BUSINESS DEPARTMENT

LIZZIE H. LEE, *Director*.....Stenography, Typewriting, Bookkeeping  
 (Director of the Department, 1896—)

## HOME ECONOMICS DEPARTMENT

GENEVIEVE LEGGETT.....Domestic Science, Domestic Art  
 (Graduate Mechanics Institute, Rochester, N. Y., Household Science Normal Course, 1919. St. Mary's, 1919—)

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 OFFICERS, 1920-1921
 

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REV. WARREN W. WAY.....Rector

MRS. CHARLES E. PERKINS.....Lady Principal

Miss KATE McKIMMON.....Special Supervisor

MRS. NANNIE H. MARRIOTT.....Dietitian

Miss FLORENCE W. TALBOT.....Housekeeper

Miss ANNIE ALEXANDER, R. N.....Matron of the Infirmary  
 (Graduate of St. Vincent's Hospital, Norfolk, Va.)

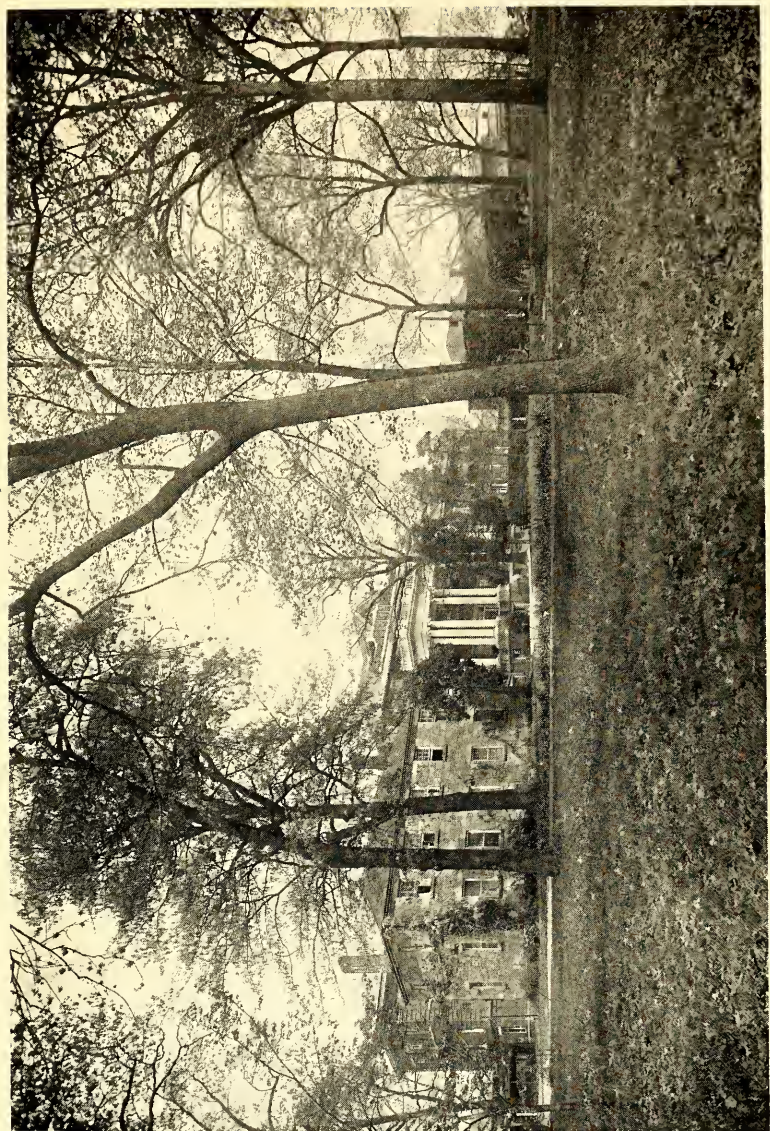
DR. A. W. KNOX.....School Physician

ERNEST CRUIKSHANK.....Secretary and Business Manager

Miss JULIET B. SUTTON.....Secretary to the Rector

Miss ANNE NEAVE.....Office Secretary





THE GROVE FROM THE NEAR WEST.





## FOREWORD

**I**N THIS foreword it is the purpose to make clear to those who are interested some of the special advantages and characteristics of St. Mary's: its well earned prestige; its scholarship; its care for the health and well-being of the students; and its influence on character building.

St. Mary's is an old school. It has completed its seventy-eighth year, having been established by the Rev. Aldert Smedes, D. D., in 1842. Since 1897 it has been the property of the Episcopal Church in the two Carolinas. It is the largest, in the United States, of the boarding schools for young women maintained by the Episcopal Church, and is also one of the oldest. The love and respect of former students brings yearly many of their daughters, grand-daughters and in a few instances their great-granddaughters to their old school, and the devotion to St. Mary's ideals has potent influence now as at all times, in her long history.

On the side of the educational work accomplished, St. Mary's prepares students for admission to Women's Colleges of the highest standard, and gives two years of advanced work in its Junior and Senior classes. Its curriculum affords a complete and well-rounded education for that large number of young women who desire to do advanced work but do not care to take a full college standard A. B. course.

Attention to the health of the students is of supreme importance at St. Mary's. It is the constant aim of all those in authority so to guard the girls as to prevent illness. The school has a modern infirmary with a matron, who is a graduate nurse, always in charge; a doctor makes daily visits to the School and is subject to call at any time; a directress of physical training examines each student, recommends such exercise as is needed in each individual case, and super-

vises all indoor and outdoor exercises and games with a view to proper and suitable physical development.

The sanitary conditions are in every way of the best; the use of modern preventive methods is urged as, for instance, vaccination against typhoid fever and smallpox; parents are at once informed of any outbreak of disease; the city water is of excellent quality. Intelligent attention to all these matters for many years has resulted in a remarkable freedom from serious illness or from epidemic disease of any kind.

Equal care is given to the safety of the students. No fire, of any kind, is used in any of the buildings occupied by students, except in the use of gas in the Home Economics Department. The fires for cooking and heating are in distant, separated buildings. Each building is equipped with fire extinguishers and fire escapes. In the main buildings there are two standpipes with continuous water pressure, hose long enough to reach to the farthest point, and with connection for the City Fire Department hose.

St. Mary's has well won traditions for the refined and lady-like bearing of its students, a reputation which it is the privilege of the teachers of the present day to maintain. One of the first lessons that is learned by the new student is the fact that there are certain things which a St. Mary's girl may or may not do. The most impressive fact in the life of the school is the spiritual side, the development of high minded, good women. No building at St. Mary's endears itself quite so much to the girls as the old chapel, where for so many years the girls have met for daily morning and evening prayer, imbibing unconsciously, perhaps, those aspirations for a higher, nobler life which result in developing and perfecting true womanhood.

# ST. MARY'S SCHOOL

## HISTORY AND DESCRIPTION

**S**T. MARY'S SCHOOL was founded May 12th, 1842, by the Rev. Aldert Smedes, D. D. It was established as a church school for girls and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building now called Smedes' Hall, after the founder, were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave St. Mary's its name, and threw open its doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War between the States St. Mary's was at the same time school

and refuge for those driven from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy was sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving St. Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, St. Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 a charter was granted by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation — The Trustees of St. Mary's School — consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to

any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it, but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, this purchase debt was lifted and the School became the unencumbered property of the Church in the Carolinas.

Under this ownership there have been great improvements in new equipment and new buildings, made possible largely by the legacy of Miss Eleanor Clement, a former teacher, and by the present campaign for an Endowment Fund.

Dr. Bennett Smedes, who had long wished for the disposition of St. Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. He was succeeded by the Rev. Theodore Dubose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., who administered the affairs of the School very successfully until he entered upon his duties as Bishop of Mississippi in the summer of 1903, when Rev. McNeely Dubose, Rector of Trinity Church, Asheville, N. C., became Rector. Under his devoted and loving care the School continued its usefulness for four years until his resignation in 1907, when Rev. George W. Lay, of St. Paul's School, Concord, N. H., took charge. His aggressive and active management for eleven years added greatly to the success of the School. The present Rector, Rev. Warren W. Way, formerly Rector of St. Luke's Church, Salisbury, N. C., began his duties in the summer of 1918.

## EDUCATIONAL POSITION

During the life of the founder, St. Mary's was a high-class school for the general education of girls, the training being



regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work without sacrificing the special features for which the School stands, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of St. Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and universities," and at the annual meeting in May, 1900, the Trustees determined to establish the "College." This "College Course" at St. Mary's covers the requirements for entrance to colleges of the highest standard, followed by two years of advanced work.

While High School graduates enter the Freshman Class at St. Mary's, it is possible for most of them to complete the course in three years. In a few cases High School graduates have graduated in two years. The Junior and Senior courses are especially designed to give an advanced and well-rounded course to students who do not intend to enter any higher institution of learning, and the Academic work is supplemented, for those who desire it, by courses in departments of Music, Art, Home Economics, Business and Expression.

The organization, requirements and the courses of each of these departments are described at length in this catalogue.

A graduate of St. Mary's receives a diploma; but no decree has ever been conferred, although that power is specified in the charter.

## LOCATION

Raleigh, the Capital of North Carolina, is very accessible. The Southern, the Seaboard Air Line and the Norfolk Southern railroads give ready and rapid communication with points in all directions, with through Pullman service, for

example, from New York, Philadelphia, Washington, Richmond, Norfolk, Asheville, Atlanta, Jacksonville and Savannah. Raleigh is especially well situated for all points in Florida, Georgia, the Carolinas, Virginia, and the Eastern Shore of Maryland and Delaware.

Raleigh is situated on the eastern border of the elevated Piedmont belt, while a few miles to the east the broad level lands of the Atlantic Coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere and perfect drainage, and propinquity to the ocean sufficiently close to temper very perceptibly the severity of the winter climate.

## CAMPUS, BUILDINGS, AND GENERAL EQUIPMENT

St. Mary's is situated on the highest elevation in the city, about a half-mile due west of the Capitol, surrounded by its twenty-four-acre grove of oak and pine, with a frontage of fourteen hundred feet on one of the most beautiful residence streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basket-ball grounds for outdoor exercise.

## THE BUILDINGS

The buildings are fourteen in number, conveniently grouped and connected by covered ways in such a way that a student is always protected from the weather. They are heated by steam, lighted by electricity, and abundantly provided with fire escapes, fire extinguishers, and fire hose for fire protection.

The central group of buildings is formed by the Main Building, remodeled in the summer of 1919 and now called

*Smedes Hall*, and two *Wings, East and West*, all three of brick, three and a half stories high. On the ground floor of *Smedes Hall* are the rooms of the Home Economics Department, and recitation rooms; on the first floor, the spacious parlor with its handsome portraits, and the School Room; on the second floor, conveniently located, are the office and rooms of the Lady Principal, and a large lobby for students. The remainder of the building is devoted to rooms for students. *East and West Wings* have class rooms on the ground floor and students' rooms on the other floors. All students' rooms in all dormitory buildings are furnished with single beds, and have individual clothes closets. Trunks are stored in special trunk rooms. There are bath rooms on each floor.

The *East and West Rock* buildings, of stone, are connected with the central group by covered ways. *East Rock* has the business offices, the Rector's office, the Post Office and the Teachers' Sitting Room on the ground floor, and students' rooms on the second floor. *West Rock* is given up entirely to rooms for students and teachers.

*Senior Hall*, a two-story frame building of wood, contains rooms for teachers and for older students.

*Clement Hall*, built from funds bequeathed by a former teacher, Miss Eleanor Clement, is a large brick building, forming one side of a proposed quadrangle back of *Smedes Hall*, with which it is connected by a covered way. On the ground floor is the Gymnasium 50 by 90 feet; on the floor above, the spacious, airy dining hall, capable of seating comfortably three hundred people, with serving room, dietician's office, kitchen, store rooms, etc., at the rear.

The *Art Building*, a two-story brick building, of Gothic design, has the Library and class rooms on the ground floor, and the spacious, well-lighted Art Studio, 26 by 64 feet, a Music Studio, and the Science Laboratory on the second floor.



MU BASKET-BALL TEAM, 1920-21



TENNIS GROUP ON THE FRONT COURTS





The *Eliza Battle Pittman Memorial Auditorium*, immediately east of the Art Building, was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in memory of her daughter, formerly a student of St. Mary's.

The *Piano Practice Rooms*, twenty in number, are located along a covered way connecting the other buildings with the Art Building. They add greatly to the effective work of the Music School, and are so located that the practising does not disturb the classes.

The *Chapel*, designed by Upjohn, built in the early days of the School, and entirely rebuilt in 1905 through the efforts of the Alumnæ, is cruciform in shape, and has over three hundred sittings. It is furnished with a pipe organ of two manuals and sixteen stops, a memorial gift of Mrs. Bennett Smedes. In it the services of the Church are held daily.

The *Infirmery*, built in 1903, is the general hospital for ordinary cases of sickness. It contains two large wards, a private ward, rooms for the Matron, pantry, and bathroom. The *Annex*, a separate building, provides facilities for isolation in case of contagious disease.

The steam heating system of the School was entirely renovated in the summer of 1919, and the *Boiler House* and *Laundry*, a separate building of several units apart from the other buildings, contains the boiler room, the hot water plant, and the well-equipped steam laundry.

The *Rectory* of St. Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the Rector's family. The *Cottage*, home of the Business Manager's family, is located to the east of the other buildings in the rear of the Auditorium.

On the east side of the grove, entirely independent of the School, is the episcopal residence of the Diocese of North Carolina, "Ravenscroft."



## THE LIFE AT ST. MARY'S

The aim of St. Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual with all the care that love for young people and wisdom in controlling them render possible.

The students are distributed, partly in accordance with age and classification, among the ten halls. Nearly all of the rooms are rooms for two, but there are a few single rooms, and some rooms for three.

Each Hall is presided over by a teacher who acts as Hall Mother. The Hall Mothers have special opportunities for correcting the faults and for training the character of the students under their charge, and these opportunities have been used with marked results.

The school hours are spent in recitation, in music practice, or in study in the Study Hall or Library, the more advanced students being allowed to study in their rooms.

### RECREATION PERIODS

The latter part of the afternoon is free for recreation and exercise, and the students are encouraged to be as much as possible in the open air, and are also required to take some definite exercise daily. In addition to this exercise each student is required to take definite class instruction and practice in Physical Training twice a week from the Physical Director. A special division is provided for those who are delicate or require some special treatment.

A half-hour of recreation is enjoyed by the students before the evening study period, when they gather in the roomy Parlor, with its old associations and fine collection of old paintings, and enjoy dancing and other social diversions.

## THE LIBRARY

The Library, located in the Art Building, is the center of the literary life of the school. It contains three thousand volumes, including encyclopedias and reference works, and the leading current periodicals and papers. The Library is essentially a work room, and is open throughout the day, and to advanced students at night, offering every facility for use by the students; and their attention is called frequently to the importance of making constant and careful use of its resources.

## CHAPEL SERVICES

The Chapel is the soul of St. Mary's, and twice daily teachers and students gather there on a common footing. During the session the religious exercises are conducted very much as in any well-ordered congregation. As St. Mary's is distinctly a Church school, *all resident students are required to attend the daily services and also those on Sunday*. Regular non-resident students are only required to attend the morning services, and only on the days when recitations are held.

The systematic study of the Bible is a regular part of the school course, and in addition, on Sunday morning the resident students spend a half-hour in religious instruction.

## CARE OF HEALTH

Whenever a student is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go to the Infirmary, where she is removed from the noise of the student life and may receive special attention away from contact with the other students. The matron of the Infirmary has general care of the health of the students and endeavors to win them by personal influence to such habits of life as will prevent breakdowns and help them overcome any tendency to sickness.

The employment of a School Physician enables the School to keep very close supervision over the health of the students. The ordinary attendance of the physician and such small doses as students need from time to time are included in the general charge. This arrangement leaves the School free to call in the Physician, at any time, and thus in many cases to use preventive measures, when under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

#### PHYSICAL TRAINING

The spiritual and mental are undoubtedly of higher ultimate importance than the physical, but physical welfare is fundamentally of first importance. Every effort has therefore been made at St. Mary's to secure the best physical development and the highest grade of physical health. The very best teaching and the greatest efforts of the student will be of no avail if the physical health is poor, and, what is of more importance, the best education that one can obtain will be comparatively useless in later years, unless one has secured good physical development, good physical habits and a robust condition of general health.

The Physical Director devotes herself entirely to Physical Training and is thoroughly prepared to get good results from this department of the school life.

The Gymnasium is well equipped, and the Physical Exercises are arranged with a large scope, which is producing increasingly better results. The exercises when possible are taken out of doors, but some of them are conducted in the gymnasium for the purpose of exercise in special lines suited to each individual student. A careful record is kept of the measurements and strength in certain particulars of each student, and reports indicating the changes in these

matters are sent to the parents twice a year. This enables the parents to see what progress has been made, and also tends to increase the interest of the students themselves in the physical development which they ought to cultivate.

## THE SCHOOL WORK

The School Year is divided into two terms of seventeen school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the student. Reports are mailed monthly.

It is required that each student shall be present *at the beginning* of the session, and that her attendance shall be regular and punctual *to the end*. Sickness or other unavoidable cause is the only excuse accepted for non-attendance or tardiness. The amount of work to be done, and the fact that it must be done within the time planned, makes this rule necessary to the progress of the student in her course.

Absence at the beginning of the session retards the proper work of the class, and is therefore unfair to the School as a whole.

## THE INTELLECTUAL TRAINING

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life, whether it be the recitation, the study hour, the individual help, or some other feature of the School management.

## LECTURES AND RECITALS

Among the important elements in the intellectual life of St. Mary's are the occasional lectures, which have been of much value to the students, and are intended to be a feature of the

school life. In addition, there are given at stated times recitals by visiting artists, by the Musical Faculty, and by the students of the Music Department.

## STUDENT ORGANIZATIONS

While the regular duties at St. Mary's leave few idle moments for the students, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

### THE WOMAN'S AUXILIARY

The missionary interests of the School, as a whole, are supplemented by the work of the branches of the Auxiliary. The Senior branch is made up of members of the Faculty; the students make up eight Chapters of the Junior Auxiliary, each Chapter being directed by a teacher chosen by its members. These Chapters are known respectively as St. Anne's, St. Catherine's, St. Elizabeth's, St. Margaret's, St. Monica's, St. Agnes', Lucy Bratton, and Kate McKimmon.

The work of the individual Chapters varies somewhat from year to year, but they jointly maintain regularly *The Aldert Smedes Scholarship* in St. Mary's School, Shanghai, *The Bennett Smedes Scholarship* in the Thompson Orphanage, Charlotte, a Bible Woman in China, and other beneficent work.

### THE ALTAR GUILD

The Altar Guild has charge of the altar and the decoration of the Chapel.



## THE LITERARY SOCIETIES

The work of the two Literary Societies — the *Sigma Lambda* and the *Epsilon Alpha Pi* — which meet on Tuesday evenings, does much to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the Southern poets — Sidney Lanier and Edgar Allan Poe. The annual inter-society debates are a feature of the school life. Both resident and local students are eligible to membership in these societies.

## THE MUSE CLUB

The students publish monthly a school magazine, *The St. Mary's Muse*, with the news of the School and its alumnæ, and issue annually a year book, *The Muse*, with the photographs, illustrations, etc., that make it a valued souvenir.

The Muse Club is organized for encouraging contributions to these publications, and supplementing the regular class work and the work of the literary societies, and holds its meetings weekly.

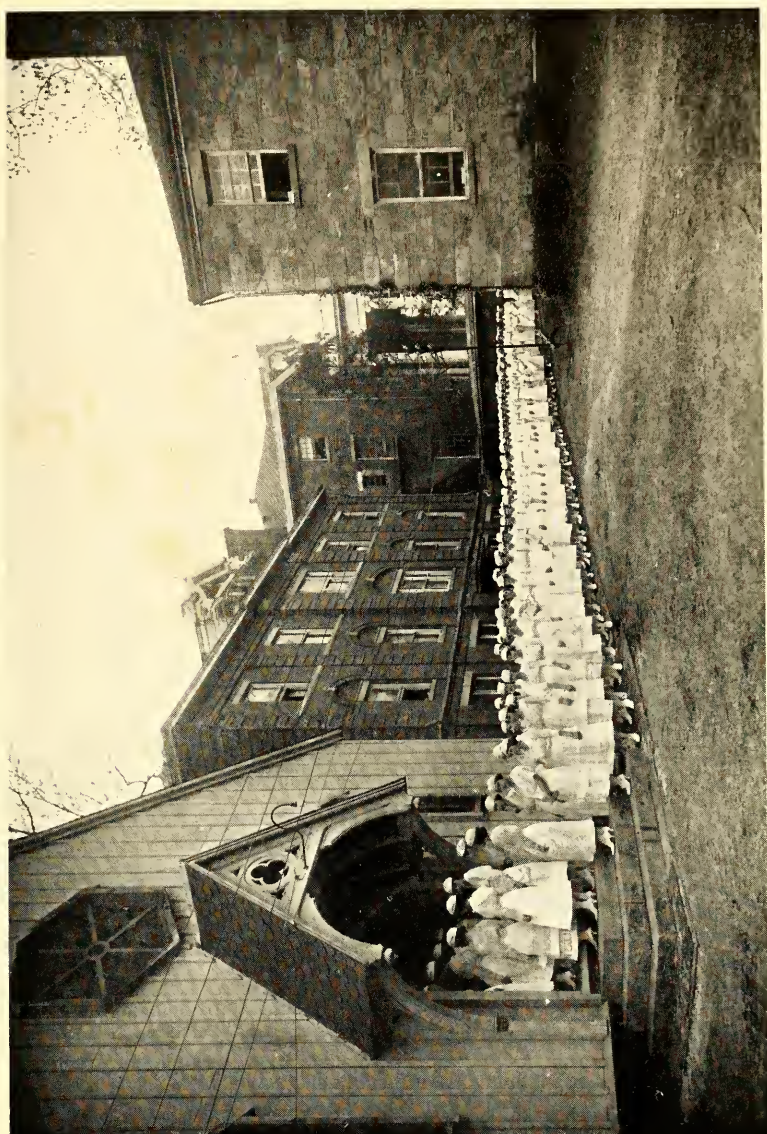
## THE SKETCH CLUB

The Sketch Club is under the supervision of the Art Department. Frequent excursions are made during the pleasant fall and spring weather for the purpose of sketching from nature, etc.

## THE DRAMATIC CLUB

The Dramatic Club is under the supervision of the Expression Department. Opportunity is afforded for simple general training that is frequently valuable in teaching poise, enunciation, and expression, while care is taken not to allow any exaggeration.

Members of the Club present annually one or more simple dramas.



EASTER MORNING PROCESSION, 1920.



## MUSICAL ORGANIZATIONS

The Choir, the Chorus, and the Sight Singing Class afford students, both in and out of the Music Department, opportunity to develop their musical talent under very agreeable conditions.

## ATHLETIC CLUBS

In addition to the regular instruction given by a competent teacher, the students, with advisers from the Faculty, have two voluntary athletic associations, the object of which is to foster interest in out-of-door sports. These associations are known respectively as Sigma and Mu, from the initials of St. Mary's.

The associations have tennis tournaments, basket-ball, volley-ball, and captain-ball teams, and inter-association meets. Every girl has an opportunity to play on some team. Letters are awarded to the best players in tennis, basket-ball and volley-ball.

## THE SCHOOL COUNCIL

The School Council is composed of members of the Faculty and representatives of the various classes and meets from time to time to confer upon matters of general interest, discipline, etc.

The Council has been already of benefit and it is hoped it will contribute still more largely in future to good understanding, loyalty and content.

# WORK OF THE DEPARTMENTS

## ACADEMIC DEPARTMENT

### I. *The Preparatory School*; II. *The "College"*

#### I. THE PREPARATORY SCHOOL

The Preparatory School covers the first two years (9th and 10th grades) of a High School of the *highest standard*.

The two years of the Preparatory School and the first two years of the "College" cover the work of the best High Schools, and the courses are numbered for convenience A, B, C and D. (See pages 43 et seq.) These four years, with courses properly chosen, should prepare the student for entrance into the most advanced standard colleges.

The course in the Preparatory School is closely prescribed, and each student is expected to adhere to it.

Admission to the Preparatory School is allowed provisionally on certificate without examination; but candidates are advised also to take such examinations as are necessary.

At entrance every student is expected to select some definite course, and afterwards to keep to it. This course, when once agreed on, cannot be changed after entrance without the parent's consent. This requirement is not intended to hinder those who, coming to take a special course in Music, Art, Business, or Home Economics, desire to occupy their spare time profitably in some one or more of the courses of the "College."

#### II. THE "COLLEGE"

The first two years of the present "College" course are intended to complete the work of a *first-class* high school, and the student is limited in well-defined lines and not permitted to specialize or take elective work except within narrow limits;

in the last two years the courses are conducted on college lines, and the student, under advice, is permitted in large measure to elect the lines of work best suited to her taste and ability.

The course at St. Mary's is of a type that has been given by many of the higher institutions for the education of women in the South, and is the one suited to the need of the large majority of students. It is therefore designed to be complete in itself.

At the same time those who desire to enter some higher institution after graduation from St. Mary's can be prepared to do so. Such students should note carefully that to attain the desired end they must *give notice of their intention* and of the college to which they wish to go *at the beginning of their Freshman year*: their courses must be selected with a view to the requirements of the college to which they wish to go; and they should take the necessary examinations for entrance and advanced standing in that college each year as they are prepared in the various subjects. The course that might lead to the award of a diploma at St. Mary's might not cover the subjects necessary for entrance or for advanced standing in any given college of higher grade.

Students are urged, wherever possible, to obtain certificates of work done, *before the close of the school year*.



## THE REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS OF ST. MARY'S SCHOOL

In order to be admitted to the Freshman Class of the "College" the student must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language — five subjects in all. If two foreign languages are offered Science may be omitted.

A student admitted in four of the required subjects will be admitted as a Conditioned Freshman.

*English and Literature.* — A good working knowledge of the principles of English Grammar as set forth in such works as Buehler's *Modern Grammar*, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Scott & Denney's *Elementary English Composition*, or Hitchcock's *Exercises in English Composition*.

Candidates are expected to have had at least two years' training in general composition (themes, letter writing and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Evangeline* and *Courtship of Miles Standish* (or *Tales of a Wayside Inn*); selections from Irving's *Sketch Book* (or Irving's *Tales of a Traveler*); Hawthorne's *Twice Told Tales*, Scott's *Ivanhoe* and George Eliot's *Silas Marner*.

*Mathematics.* — Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

*History.* — The History of the United States complete as laid down in a good high school text; the essential facts of

English History; the essential facts of Greek and Roman History.

*Latin.* — A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax and composition as laid down in a standard first-year book and beginner's composition (such as Smith's *Latin Lessons* and Bennett's *Latin Composition*). The first four books of Cæsar's Gallic War.

*French or Spanish.* — A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

*Science.* — The essential facts of Physical Geography and Hygiene as laid down in such texts as Tarr's *Physical Geography* and Fisher's *How to Live*.

## ADMISSION

### (a) ADMISSION TO THE FRESHMAN CLASS

Admission to the Freshman Class may be either by certificate or by examination, and it is preferred that the candidate both submit a Certificate of her past work and also take the examinations for entrance.

Certificates alone are, however, accepted *provisionally* for entrance from all institutions known to St. Mary's to be of the proper standard. Such certificates should be full and explicit, and must state specifically that the work has been well done, and enumerate text-books, amounts covered, the length of recitation and time spent on each subject, the grades, etc.

Certificates should whenever possible be secured before the close of the School year preceding entrance.

### (b) ADMISSION TO ADVANCED STUDIES

In order to be admitted to work higher than that of the Freshman Class in any given subject, the student must pre-

sent certificates of having completed satisfactorily the previous work in that subject, and must satisfy the head of the department of her ability to do such advanced work.

## CERTIFICATE CREDIT

### (a) FOR ADMISSION TO THE FRESHMAN CLASS

Certificates when accepted are credited conditionally at their face value. The student is placed in the classes which her certificate gives her the right to enter and is then expected to show her fitness for these classes by satisfactory work in them. If her work during the first month is unsatisfactory she may be required to enter the next lower class or may be given further trial. If her work during the second month is satisfactory she is given regular standing in the class; if it is unsatisfactory she is required to enter the lower class.

### (b) FOR ADMISSION TO ADVANCED STANDING

#### (1) CONDITIONAL CREDIT

Though it is urged that students be examined for advanced classes and thus obtain full credit at once, *conditional* credit is given on the certificate of schools of entirely equivalent standard. For this conditional credit full credit in each subject is given when the student has successfully passed an examination in such subject, or, in certain subjects after she has obtained credit for advanced work in that subject. The amount of such credit can in no case exceed the amount of credit earned at St. Mary's.

For example, a student entering English M (Junior English) by certificate would be given conditional credit for English C (Freshman English — 4 points) and English D (Sophomore English — 4 points). She receives four points credit for the successful completion of English M, and is then given full credit for four points of the conditional credit. The completion of English N (Senior English — 4 points) would give her full credit for the remaining four points of conditional credit, so that upon completion of English M she would be credited with 8 points in English, and upon completion of English N she would have 16 points to her credit.

For conditional credit in History, Science and Algebra full credit can be obtained only by examination, since the work of the higher classes does not fully test the character of the work in the lower classes.

## (2) FULL CREDIT

(a) Full credit is given at once on entrance for each subject when the student presents evidence by certificate of having successfully done the work required by St. Mary's in that subject and also passes an examination in the subject.

(b) Full credit is given for conditional credit as mentioned in the preceding page.

(c) While St. Mary's accepts certificates for entrance unconditionally, it is obvious that credit for work in the "College" stands on a different footing from that for preparation for entrance, since such credit would count on the 60 points for which St. Mary's gives its diploma. It is impossible to maintain the value of the St. Mary's diploma unless all the work of the four years is tested by the School itself or by some standard authority generally recognized. The Association of Colleges and Preparatory Schools of the Southern States seems to supply this authority.

St. Mary's therefore accepts for full credit for advanced standing certificates from the schools accredited by this Association which state that the candidate has completed satisfactorily *in accordance with the specified requirements of St. Mary's* the required work in Foreign Language, Mathematics, History, English and Science.

## EXAMINATIONS FOR ENTRANCE

Candidates for admission will, as a rule, be examined to determine their proper classification.

Specimen examination questions in any subject will be furnished on request; and principals who are preparing stu-

dents for St. Mary's will be furnished the regular examination papers at the regular times, in January and May, if desired.

Certificates are urgently desired in all cases, whether the candidate is to be examined or not.

## REGULAR COURSE

All students are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike to student, parent and the School. Parents are urged to advise with the Rector as to a course for their daughters, and help in this matter is given by him or his representatives to the student throughout her course.

## SPECIAL COURSES

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Business are permitted to do so and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work, along with the time spent on the special subjects, should be sufficient to keep the student well occupied.

## TERM EXAMINATIONS AND MARKING

The School Year at St. Mary's is divided into two half-years (the Advent and Easter Terms), and each term is again sub-divided into two Quarters of two months each. Reports are sent out at the end of each month showing the marks obtained in each subject, and examinations are held in all subjects at the end of each half-year.

The mark for the term in each subject is obtained by adding the two quarter-marks and the examination mark and



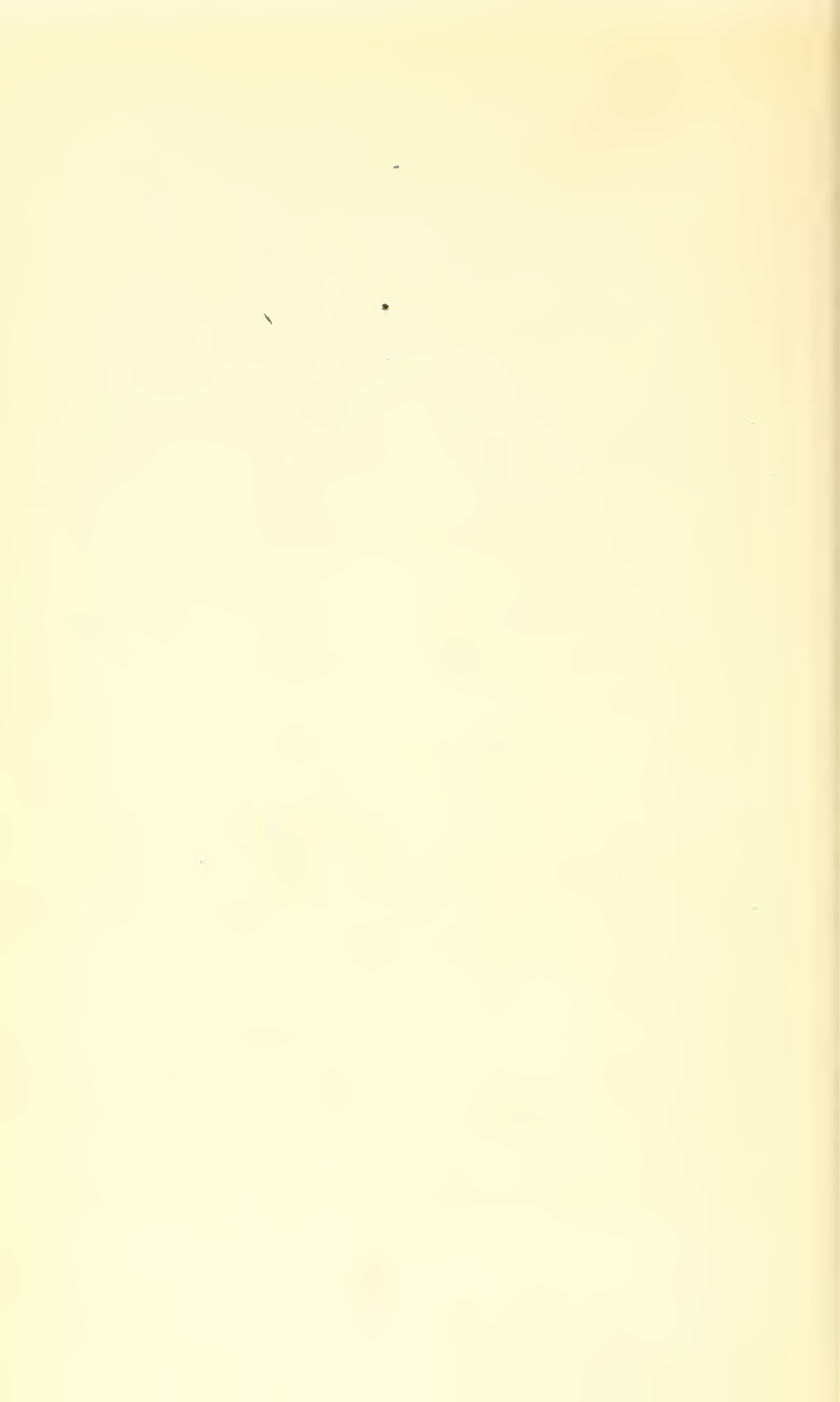


THE SOPHOMORE CLASS AT THE EAST ROCK COVERED-WAY.



1919 SENIORS WITH THE "DAISY CHAIN" ON "CLASS DAY."





dividing by three. Examinations are regarded by the School as of the highest importance, not only as a test, but as an essential part of education. At the same time it will be observed that it is possible to overcome a slight deficiency in the examination mark by a better mark for daily recitation, when the average is taken.

The "passing mark" is 75%. The "honor mark" is 90%.

## CLASSIFICATION

In order to graduate and receive the School diploma a student of the "College" must receive credit for *60 points* of "College" work, of which *48 points* are in specified subjects. All students of the "College," whether expecting to graduate or not, are classified in one of the "College" classes according to the amount of their full credits for work in the "College" course.

The classification is made on the following basis:

A student to be ranked as a member of the "College" must have been admitted to the Freshman Class without more than one condition.

If admitted with one condition, the student is ranked as a Conditioned Freshman, and no student is advanced to a higher class until all entrance conditions are passed off.

If admitted without condition she is ranked as a Freshman.

A student with *15 points* of full credit is ranked as a Sophomore.

A student with *30 points of full credit* is ranked as a Junior.

A student with *42 points of full credit* is ranked as a Senior, provided that she takes that year, with the approval of the School, sufficient points counting toward her graduation to make the 60 points necessary and has passed off all conditions on work previous to the Junior Year, and also provided that no student can be ranked as a Senior or con-

sidered as a candidate for graduation in any year unless she has passed all examinations on previous subjects needed for graduation.

A student entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

## GRADUATION

The course leading to graduation from the College is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the student is allowed a broad choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a student in the department during at least one entire school year.

(2) The candidate must have earned at least 60 points, of which 48 points must be in the following subjects:

English: 12 points.

Mathematics: 5 points.

History: 6 points.

Science: 4 points.

"Philosophy": 6 points.

Foreign Languages (Latin, French, German or Spanish in any combination) 15 points.

(3) Not more than 20 points will be counted for class work in any one year; not more than 15 points will be counted altogether in any one subject (Latin, French, German and Spanish being considered as separate subjects), and not more than 12 points will be counted for technical work done in the Departments of Music, Art, Expression, or Home Economics.

((4) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned" at least one year before the date at which she wishes to graduate.

(5) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the

diploma is to be awarded; and her candidacy must have been then passed upon favorably by the Rector.

(6) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a student as would warrant the authorities in giving her the mark of the School's approval.

## THE AWARDS

The *St. Mary's Diploma* is awarded a student who has successfully completed the full academic course required for graduation as indicated above.

An *Academic Certificate* is awarded to students who receive a Certificate or Diploma in Music, Art or Expression, on the conditions laid down for graduation from the College, except that

(1) The minimum number of points of academic credit required is 35 points, instead of 60 points.

(2) These points are counted for any strictly academic work in the College.

(3) No technical or theoretical work in Music, Art or Expression will be credited toward these 35 points.

No honors will be awarded and no certificates of dismissal to other institutions will be given, until all bills have been satisfactorily settled.

## COLLEGE ENTRANCE CERTIFICATE

A Certificate stating that a student is considered to have done satisfactorily the work required for college entrance will be given to such students as shall have completed the proper units of work in a manner satisfactory to the authorities of St. Mary's.

To receive this certificate the candidate must have been for two years at St. Mary's School, must have given one year's notice of her candidacy, and aside from her scholastic

record must be considered properly qualified in general by the Faculty.

In order to receive this Certificate the candidate must also in each subject (1) pass each examination covered by the work required; (2) have an average for each year of 80%; and (3) be recommended by the head of the department.

The student must have completed  $14\frac{1}{2}$  units of college entrance work, as follows:

English: 3 units.

Mathematics:  $2\frac{1}{2}$  units.

History: 2 units.

Science: 1 unit.

Latin: 4 units.

French (or) German (or) Spanish: 2 units.

#### AWARDS IN OTHER DEPARTMENTS

For academic requirements for certificates or diplomas in Music, Art, Expression or Home Economics, see under those departments, but candidates must in each case, in addition to all technical requirements, have completed at least the "Minimum of Academic Work" stated on page 37.

#### COMMENCEMENT HONORS

Honors at graduation are based on the work of the last two years.

The *Valedictorian* has the first honor; the *Salutatorian* has the second honor. The *Essayist* is chosen on the basis of the final essays submitted.

#### THE HONOR ROLL

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.

(3) She must have maintained an average of "Very Good" (90 per cent.), or better, in her studies.

(4) She must have made a record of "Excellent" (less than two demerits) in Department, in Industry, and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

### THE NILES MEDAL

The Niles Medal for Highest Average was instituted in 1906, by Rev. Charles Martin Niles, D. D., who died in 1918, and is continued by his widow. It is awarded to the student who has made the best record in scholarship during the session.

The medal is awarded to the same student only once.

The requirements for eligibility are:

(1) The student must have taken throughout the year at least "15 points" of regular work; and have satisfactorily completed this work, passing all required examinations.

(2) She must have been "Excellent" in Department.

(3) She must have taken all regular general courses assigned and have done satisfactory work in them.

(4) She must be a regular student of the College Department.

### GENERAL STATEMENTS

#### THE MINIMUM OF ACADEMIC WORK REQUIRED FOR CERTIFICATES

Candidates for Certificates in the Music Department, the Art Department, the Expression Department, or in the Department of Home Economics, must have full credit for the following minimum of academic work.

(1) The A and B Courses in English, History, Mathematics, Science, and in either Latin or French or German or Spanish.



(2) The C and D Courses in English.

(3) Such other "College" Courses as will amount to "twelve points" of Academic credit.

These "12 points" may be earned in English, History, Mathematics, Science, Latin, French, Spanish or "Philosophy."

#### ACADEMIC CREDITS FOR WORK IN OTHER DEPARTMENTS

The completion at St. Mary's of the theoretical and technical work in the Freshman, Sophomore, Junior or Senior classes in Music entitles the student to 3 *points* of academic credit for the work of each class, and a like credit is offered in the Departments of Art and Expression. (Only 3 points, however, may be obtained in any one year.)

One point of academic credit is given for the completion of Theory 3, 4 or 5.

Students completing the work of Home Economics A I. or A II. receive 2 points of Academic credit.

## THE REGULAR ACADEMIC WORK

### THE PREPARATORY SCHOOL COURSE

For details in each subject see page 43.

The letter given with each subject is the name of the course. The number indicates the number of hours of weekly recitation.

<i>First Year</i>	<i>Second Year</i>
English A, 4	English B, 4
Mathematics A, 4	History B, 4
Science A, 4	Mathematics B, 4
Latin A, 4	Latin B, 4
	(or)
	French I, 4

All students are also required to take Bible Study, Drawing, Reading and Physical Culture.

## THE "COLLEGE" WORK

In the "College" work the letter given with each subject is the name of the course, and the number gives the number of points for the course, which ordinarily is the same as the number of hours of weekly recitations.

It should be remembered that 60 points of credit are required for graduation from the "College," and that 48 points of this 60 points are in required subjects, as follows: (see also page 34).

English: 12 points (that is, Courses C and D; and either M or N).

History: 6 points (that is, Courses C or D; and either M or N).

Mathematics: 5 points (that is, Course C).

Science: 4 points.

"Philosophy": 6 points.

Foreign Languages: Latin, or French, or Spanish: 15 points (in any combination).

The other 12 points are entirely elective. Music or Art may count 3 points each year or 12 points in all, or the 12 points may be elected from any C, D, M, or N Course in the College.

Pedagogy, (2) or Home Economics A I or A II, (2) may be elected and counted for credit.

Art History, Theory of Music 3, 4 or 5 may be elected, with a credit of 1 point each.

## THE COLLEGE PREPARATORY COURSE

The completion of this course, under the conditions stated on page 35, will entitle the student to the College Entrance Certificate.

### FIRST YEAR ("A")

	Hours	Unit
English A.....	4	..
History B.....	4	1
Mathematics A ....	4	$\frac{1}{2}$
Latin A.....	4	1

### SECOND YEAR ("B")

	Hours	Unit
English B.....	4	1
History C.....	4	1
Mathematics B.....	4	1
Latin B.....	4	1

### THIRD YEAR ("C")

	Hours	Unit
English C .....	4	1
Mathematics C ....	4	1
Latin C .....	4	1
French I .....	4	1
(or)		
Spanish I .....	4	1

### FOURTH YEAR ("D")

	Hours	Unit
English D.....	4	1
Science D.....	4	1
Latin D.....	4	1
French II .....	4	1
(or)		
Spanish II .....	4	1

## THE "COLLEGE" COURSE

## FRESHMAN YEAR

English C, 4  
 Mathematics C, 4  
 History C, 4  
 Science C, 4  
 Latin C, 4  
 (or)  
 French II, 4  
 (or)  
 Spanish II, 4

## SOPHOMORE YEAR

English D, 4  
 Mathematics D, 3  
 History D, 4  
 Science D, 4  
 Latin D, 4  
 (or)  
 French III, 4  
 (or)  
 Spanish III, 4

## FRESHMAN YEAR

At least one foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading weekly is required.

The regular course in Music or Art may be taken as an additional subject for credit (3 points).

Not less than 16 points nor more than 20 points should be taken.

## SOPHOMORE YEAR

The foreign language elected in the Freshman Year should be continued.

An hour each of Bible Study and Current History and a period of Spelling weekly is required.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).

## JUNIOR YEAR

English M, 4  
 Philosophy M, 2  
 History M, 2  
 Latin M, 3  
 French M, 2  
 Mathematics M, 3

## SENIOR YEAR

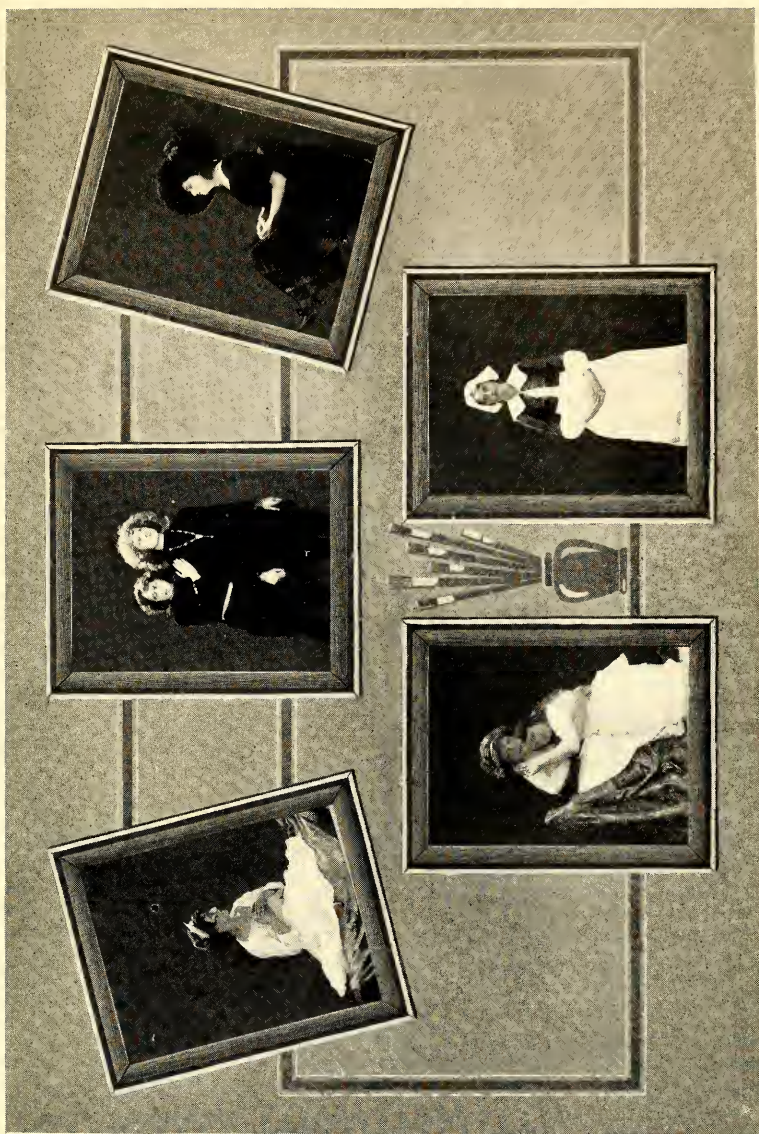
English N, 4  
 Philosophy Na, 2  
 Philosophy Nb, 2  
 Latin N, 3  
 French N, 2  
 History N, 2  
 Mathematics N, 2

## JUNIOR YEAR

Enough work in foreign language should be elected to count at least 4 points.

An hour each of Bible Study and Current History is required.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).



1920 "LIVING PICTURES" OF THE ART DEPARTMENT.



### SENIOR YEAR

Enough foreign language must be taken to complete at least the 15 points required for graduation.

An hour each of Bible Study and Current History is required.

English N is required unless 12 points have already been earned in English.

History N is required unless 6 points have already been earned in History.

The regular course in Music, Expression or Art may be taken as a subject for credit (3 points).

### GENERAL NOTES

(1) The Theoretical courses in Music and Art may be counted as elective in any "college" class, and the technical work of the proper grade in either Music, Art or Expression may be counted in any "college" class as an elective for three points. But only one subject may be so counted.

(2) Failure in the Bible course for any year will deprive the student of one of the points gained in other subjects.

### GENERAL COURSES

The theory of St. Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below have been prescribed for all students.

#### ENGLISH

An hour each week is devoted to training all students, except Juniors and Seniors, in the art of clear, forceful, intelligent reading, and in the practice of spelling and letter-writing.

#### CURRENT HISTORY

Students of the Senior, Junior and Sophomore years meet once a week for the discussion of current topics. This exercise is intended to lead to an intelligent knowledge of current events and to emphasize the importance of such knowledge in later life for intelligent conversation.



## BIBLE STUDY

All students are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford a knowledge of the contents, history and literature of the English Bible, and with a view, in the case of the older students, to help them as Sunday School teachers.

## PHYSICAL TRAINING

All students not excused on the ground of health are required to take exercises in physical training. (See also page 80.)

## RED CROSS LECTURES

During the year 1920-21 a course of fifteen lectures by a competent instructor will be given in First Aid to the Injured. The fulfillment of the requirements of this special course will entitle the student to the Red Cross Certificate in First Aid.

# THE COURSES IN DETAIL

## GENERAL STATEMENTS

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a student's work.

"A" Courses are the lowest regular courses, and are taken in the First Year of the Preparatory School.

"B" Courses are taken in the Second Year of the Preparatory School.

The "A" and "B" Courses in English, History, Mathematics and Science and one foreign language (or their equivalents) must have been finished satisfactorily by a student before she is eligible for admission to the College.

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics, Latin, French and Spanish the preceding Course must be taken before the student can enter the more advanced Course.

"M" and "N" Courses are ordinarily taken in the Junior or Senior years. Students are not eligible to take these courses until they have finished the "C" and "D" Courses of the same subjects. (See special exceptions before each subject.)

"X" Courses are special courses not counting toward graduation.

## HISTORY

Candidates for graduation must take at least 6 points in History.

Course B. — 4 hours a week throughout the year. *Ancient History*. (1) First half-year: *Greece*; (2) Second half-year: *Rome*. The course in Ancient History makes a thorough study of the ancient world. The student is sufficiently drilled in map work to have a working knowledge of the ancient world; the influence of some of the great men is emphasized by papers based on outside reading, for instance: Plutarch's Lives. Selections from Homer are read in class.

Breasted, *Ancient Times*; McKinley, *Study Outline in Greek and Roman History*.

Course C. — 4 hours a week throughout the year (4 points). *English History*. In this course emphasis is laid

on the development of constitutional government, particularly with its bearing on United States History. The McKinley Note Books are used for map work. From time to time papers are required on important events and great men.

Andrews, *Short History of England*. Reference work.

Course D.—4 hours a week throughout the year. (4 points.) *American History*. The text-book gives a clear and fair treatment of the causes leading to our war with Great Britain; to the War Between the States; and of present day questions, political, social and economic.

Adams and Trent, *History of the United States*.

Course M. — 2 hours a week. (2 points.) *Medieval History*. In Medieval and Modern History the student is given a clear view of the development of feudalism; of monarchic states; of the history of the Christian Church; of the Reformation; of the growth of democracy, and of the great political, social and religious questions of the present day, with some special reference work in the library.

West, *Modern History*; Robinson's *Readings*.

Course N. — 2 hours a week. (2 points.) *Modern History*. A continuation of Course M. Same methods.

Robinson and Beard, *The Development of Modern Europe, Vol. II*. Seignobos, Hayes and other reference works.

## THE ENGLISH LANGUAGE AND LITERATURE

All students at entrance are required to stand a written test to determine general knowledge of written English.

Courses A and B are Preparatory and the knowledge obtained in them is required before a student can enter a higher course.

Candidates for graduation must take Courses C and D and at least 4 points from Courses M and N.

Course A. — 4 hours a week. (1) *Literature*: the rapid reading of stories for main points of plot and character; word by word reading of several short poems for vocabulary, use and definition of words; memorizing of poetry. Reading list provided. (2) *Composition*: narratives, explanations,

letters; subjects drawn chiefly from observation of processes and scenes, from work in and out of school and books. Oral work: reproduction of stories and poems; reports on individual work.

Scott and Denney, *Elementary Composition*; the *Odyssey*; *Lady of the Lake*; *Vision of Sir Launfal*; *Sohrab and Rustum*; *Lays of Ancient Rome*; *Selections from Burroughs*; *Treasure Island*; *Ivanhoe* (or) *Kenilworth*.

Course B. — 4 hours a week. (1) *Literature*: Method as in Course A, with more attention to structure, diction and characters. Memorizing of short poems and passages. Reading list provided. (2) *Composition*. Subjects as in Course A; emphasis on neat, accurate written work and on explanation; study of structure of single paragraph; special effort to train keenness of observation and interesting presentation of material. Oral work, as in Course A.

Briggs and McKinney, *Second Book of Composition*; *As You Like It* (or) *Merchant of Venice* (or) *Julius Caesar*; selected English and Scottish Popular Ballads; *Roger de Coverley Papers*; *Silas Marner*; *David Copperfield*; selected poems and short stories.

Course X. — 3 hours a week. *Business English*: an intensive drill in the fundamental principles of composition and the forms of business correspondence.

Davis, *Practical Exercises in English*; Davis and Lingham, *Business English and Correspondence*

Course C. — 4 hours a week. (4 points.) (1) *Rhetoric and Composition*: business letters and social letters for various occasions; building of paragraphs; sentence manipulation, particularly clearness through connectives, correct placing of modifiers, unmistakable reference. Oral composition, some based on literature. Special drill in punctuation. (2) *Literature*: outline history of English literature through the Puritan Age. A play of Shakespeare, *L'Allegro* and *Il Penseroso*, three *Idylls of the King* studied in detail; other books read more rapidly for substance. Reading list provided.

Baldwin, *Writing and Speaking*; Long's *History of English Literature*; a Play of Shakespeare; *Golden Treasury*, books I and II; Chaucer, *Selections from Canterbury Tales*; *Idylls of the King*; *Tale of Two Cities*; Carlyle's *Essay on Burns* (or) Macaulay's *Life of Johnson*.

Course D. — 4 hours a week. (4 points.) *Prerequisite:* Course C. (1) *Rhetoric and Composition*: putting into practice throughout term of fundamental principles involved in description, narration, exposition and argumentation, with especial emphasis on clearness and interest of style. Oral composition; debates; Review of English Grammar. (2) *Literature*: Study of *Macbeth* or *Hamlet*, *Washington's Farewell Address* and *Webster's Bunker Hill Oration*, *Henry Esmond* or *Vanity Fair*. History of English Literature continued from Puritan Age in first term; History of American Literature in second term. Reading list provided.

Baldwin, *Writing and Speaking*; Long's *History of English Literature*; Long's *History of American Literature*.. Classics for study as indicated; Huxley, *Selections from Lay Sermons*; Poe's *Poems and Tales*; *Golden Treasury*, books III and IV; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

Course M1. — 2 hours a week. (2 points.) *Prerequisite:* Course D. *Advanced composition*. Writing of short stories, verse, essays, and a play; training in gathering and presentation of research material.

Course M2.—2 hours a week. (2 points.) *Prerequisite:* Course D. *First Half-year. Romantic Movement*. Special study of Wordsworth, Coleridge, Shelley, Keats, Byron. *Second half-year. Victorian Period*. Special study of Tennyson, Browning, Arnold. Extensive reading of other poets and prose writers. Frequent written criticism.

Page, *British Poets of the Nineteenth Century* (or) *Century Book of Verse*, Vol. II; Editions of the various poets.

Course N1.—4 hours a week, first half-year. (2 points.) *Prerequisite:* Course D.

(a)—*Prose writers of the Nineteenth Century*; special study of Carlyle, Ruskin, Newman, Arnold. Readings from other writers.

(b)—*The development of the English Novel*, with study of representative novels.

(a and b) are given in alternate years.

Course N2.—4 hours a week, second half-year. (2 points.) *Shakespeare*. The development of the drama studied by means of lectures and readings. A miracle play, a morality play, representative Elizabethan plays; reading in chronological order of most of Shakespeare's plays.

The Arden Edition of Shakespeare's Works; Dowden's *Shakespeare Primer*.

## FOREIGN LANGUAGES

Candidates for graduation must take at least 15 points in foreign languages.

Course I in French or Spanish will count four points for graduation for students who offer two years of Latin (Latin A and B) and who successfully complete Course II.

### FRENCH

Course I.—4 hours a week. (4 points.) *Elementary French I*. Systematic study of the language. Grammar, reading, conversation. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of the words in the sentence, and the elementary rules of syntax. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing



from memory sentences previously read. Writing French from dictation.

Fraser & Squair, *French Grammar*; Joynes, *French Fairy Tales*; La Bedolliere, *Mère Michel*, or equivalent.

Course II.—4 hours a week. (4 points.) *Elementary French II.* Continuation of previous work. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches. Constant practice, as in the previous year, in translating into French easy variations upon the texts read. Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read. Writing French from dictation. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences. Mastery of the forms and use of pronouns, pronominal adjectives, of irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Fraser & Squair, *French Grammar*; Comfort, *French Composition*; Labiche et Martin, *Le Voyage de M. Perrichon*; House, *Three French Comedies*.

Course III.—4 hours a week. (4 points.) *Intermediate French.* At the end of this course the student should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course. The work comprises the reading of from 400 to 600 pages of French of ordinary difficulty, a portion in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Fraser & Squair, *French Grammar*; Bazin, *Les Oberle*; Dumas, novels; Sardeau, *Mille. de la Seglière*; de Tocqueville, *Voyages en Amérique*; or equivalents.

Course IV.—3 hours a week. (3 points.) *Advanced French.*

A.—Development and history of the French drama. Reading: Corneille, Racine, Moliere; Fortier, *Litterature Francaise.*

B.—Development and history of the French novel. Readings largely from nineteenth century authors.

(Courses IV, A and IV, B given in alternate years.)

FRENCH CLUB.—Open to advanced students in the department who manifest ability.

#### SPANISH

Course I.—4 hours a week. The study of the language begun. Careful drill in pronunciation; the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives and pronouns, and the elementary rules of syntax; exercises containing illustrations of the principles of grammar. The careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read. Writing Spanish from dictation.

DeVitis, *Spanish Grammar*; Loiseaux (or) Pittaro, *Spanish Reader*; Perez Galdos, *Marianela*.

Course II.—4 hours a week. (4 points.) *Prerequisite:* Spanish I. Continued study of the elements of grammar and syntax; mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses. The reading of about 200 pages of prose and verse. Practice in translating Spanish into English, and English variations of the text into Spanish. Writing Spanish from dictation. Memorizing of easy short poems.

Hills and Ford, *Spanish Grammar*; Juan Valera, *El pajaro verde*; Perez Eschrich, *Fortuna*; Carrion and Aza, *Zaragueta*; Valdes, *Jose*; Pedro de Alarcon, *El Capitan Veneno*; or equivalents.

Course III.—4 hours a week. (4 points.) *Prerequisite:* Spanish II. Grammar, prose composition and reading. Course II continued. A brief and practical study of everyday Spanish life.

Crawford, *Spanish Composition*; Perez Galdoz, *Dona Perfecta*; Bequer, *Short Stories*; Jose Echegaray, *El Gran Galeoto*; and equivalents.

## LATIN

Course A.—4 hours a week. All regular inflections and the common irregular forms; marking of quantities; reading aloud; translation of sentences from Latin into English and from English into Latin; translation at hearing; derivation of words; systematic study of syntax; familiar Latin phrases and sayings; sight reading of Roman stories.

Smith, *Latin Lessons*.

Course B.—4 hours a week. *Caesar*. Continuation of the study of forms and syntax; sight translation; military antiquities; oral and written composition.

Bennett, *Caesar's Gallic War* (Books I-IV); Bennett, *Latin Grammar*; Bennett, *New Latin Composition* (Part I).

Course C.—4 hours a week. (4 points.) *Cicero*. Continued systematic study of grammar; Roman political institutions; structure of a typical oration; sight translation; oral and written composition.

Bennett, *Cicero's Orations* (four orations against Catiline, Archias, Manilian Law); Bennett, *Latin Grammar*; Bennett, *New Latin Composition* (Part II).

Course D.—4 hours a week. (4 points.) *Virgil*. Appreciative study of the *Æneid*; literary and historical allusions; prosody; passages and short quotations memorized; lectures and class reports on topics related to epic poetry; reading of the *Iliad* and the last six books of the *Æneid* in an English translation; sight translation; oral and written composition.

Bennett, *Virgil's Æneid* (Books I-VI); Bennett, *Latin Grammar*; Bennett, *New Latin Composition* (Part III).

Course M.—(Alternate with N and omitted in 1920-21.) 3 hours a week. (3 points.) The public and private life of the Romans; occasional lectures and class reports on collateral reading; practice in writing and speaking Latin. (1) *First half-year*: The Roman Historians. (2) *Second half-year*: The Roman Poets.

(1) Greenough and Peck, *Livy* (Books XXI-XXII); Greenough and Smith, *Horace* (*Carmina*, Books I-II; *Sermones*—selected).

Course N.—3 hours a week. (3 points.) Continuation of Course M. (1) *First half-year*: Roman Philosophy. (2) *Second half-year*: Roman Drama.

(1) Shuckburgh, *Cicero's De Senectute* and *De Amicitia*; (2) Elmer, *Terence's Phormio*.

## MATHEMATICS

Candidates for graduation must have credit for at least Mathematics C.

Course A.—4 hours a week. *Algebra. To Quadratic Equations.* Special products and factors; common divisors and multiples; fractions, ratio, proportion, variation and inequalities; linear equations, both numerical and literal, containing one or more unknown quantities; special drill on problems; graphs and their use in linear equations and simple problems; square root and its applications; radicals and equations involving radicals; exponents, fractional and negative, and imaginaries.

Wentworth-Smith, *Academic Algebra*.

Course B. — 4 hours a week. *Algebra completed.* Quick review of powers and roots; the theory of the quadratic equation, and equations with one or more unknown quantities that can be solved by methods of the quadratic equation; the statement and solution of problems; graphs of the simpler equations of the second degree; cube root with applications; arithmetical and geometrical progressions with

the theory; the binomial theorem with positive integral exponents.

Wentworth-Smith, *Academic Algebra*.

Course X.—3 hours a week. *Complete Arithmetic*. Commercial problems; review of common and decimal fractions; metric system; mental arithmetic; percentage and the applications; mensuration. *Not counted for graduation. Intended especially for business pupils, and as a review for prospective teachers.*

Van Tuyl, *Complete Business Arithmetic* (or) Moore and Miner, *Concise Business Arithmetic*.

Course C. — 5 hours a week. (5 points.) *Prerequisite:* Course B. (1) *Plane Geometry*. 4 hours a week. (4 points.) The usual theorems and constructions, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. The solution of numerous original exercises, including loci problems. Application to the mensuration of lines and plane surfaces.

Wentworth-Smith, *Plane Geometry* (or) Ford and Ammerman, *Geometry*.

(2) *Algebra from Quadratic Equations*. 1 hour a week. (1 point.) Review for students who have had the Algebra but need a further drill, and for students intending to take college entrance examinations or the college entrance certificate.

Wentworth-Smith, *Academic Algebra*.

Course D. — 3 hours a week. (3 points.) *Prerequisite:* Course C. (1) *Solid Geometry*. First half-year.

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders and cones; the sphere and the spherical triangle. The solution

of numerous original exercises, including loci problems. Applications to the mensuration of surfaces and solids.

(2) *Plane and Spherical Trigonometry*. Second half-year. Definitions and relations of the six trigonometric functions as ratios; circular measurements of angles. Proofs of principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc., the transformation of trigonometric expressions by means of these formulas. Solution of trigonometric equations of a simple character. Theory and use of logarithms (without the introduction of work involving infinite series). The solution of right and oblique triangles and practical applications, including the solution of right spherical triangles.

Ford and Ammerman, *Solid Geometry*; (2) Wentworth-Smith, *Trigonometry*.

Course M1. — 3 hours. (3 points.) *Analytical Geometry*. This course includes the definitions, equations and simplest properties of the straight line and conic sections. Particular attention is paid to plotting and to numerical problems.

Smith and Gale, *New Analytical Geometry* (or) Riggs, *Analytical Geometry*.

Course M2. — 1 hour. (1 point.) *Higher Algebra*. The subjects included are: Functions and Theory of Limits, Derivatives, Development of Functions in series, convergency of series, theory of logarithms, determinants, theory of equations (including Sturm's theorem).

Merrill and Smith, *Selected Topics in College Algebra*.

Course N. — 2 hours a week. *Prerequisite*: Course M. *Calculus*. (2 points.) Elementary course in the differential and integral calculus.

Granville, *Differential and Integral Calculus*.



## NATURAL SCIENCE

Candidates for graduation must have the equivalent of Course A and either Course C or Course D (4 points).

Candidates for the College Entrance Certificate and students expecting to become candidates for a college degree after leaving St. Mary's must have had the equivalent of Course A and take Course D.

Course A.—4 hours a week. *General Elements of Science*. A general treatment of the elementary facts of the various branches of natural science. Designed to give the student power to understand more advanced thought and method and to make her familiar with the facts and theories underlying scientific management in the home. Individual laboratory work.

Clark, *General Science and Laboratory Manual*.

Course C. — 4 hours a week recitation and demonstration and one double-hour laboratory practice. *Elementary Biology*. (4 points.) (a) A brief review of the general principles of animal physiology. (b) The general principles of plant life, and the natural history and classification of the plant groups.

Individual laboratory work; stress laid upon accurate drawing and precise expressive description.

Bigelow, *Elementary Biology*; Bailey, *Botany*.

Course D. — 4 hours a week for the year recitation and demonstration, 1 double-hour laboratory. *Elementary Chemistry*. (4 points.) (a) Individual laboratory work. (b) Instruction by lecture-table demonstration, used as a basis for questioning upon the general principles involved in the student's laboratory investigations. (c) The study of a standard text-book to the end that a student may gain a comprehensive and connected view of the most important facts and laws in elementary chemistry.

Brownlee, *First Principles of Chemistry and Laboratory Manual*.

## "PHILOSOPHY"

The following courses are intended for general all-round development and are required of all candidates for graduation.

"Philosophy M1." — 2 hours a week, first half-year. (1 point.) *Civil Government*. The leading facts in the development and actual working of our form of government.

Fiske, *Civil Government in the United States*.

"Philosophy M2." — 2 hours a week, second half-year. (1 point.) *Political Economy*. The principles of the science made clear and interesting by their practical application to leading financial and industrial questions of the day.

Ely and Wicker, *Elementary Economics*.

"Philosophy N1a." — 2 hours a week, first half-year. (1 point.) *Ethics*. A general outline of the foundation principles, especially as applied to the rules of right living.

Janet, *Elements of Morals*.

"Philosophy N1b." — 2 hours a week, second half-year. (1 point.) *Evidences*. A study of the evidences for the truth of theistic belief discoverable by the light of nature independent of a special revelation; followed by a study of the evidences of Christian belief, demonstrating the truth of the New Testament narratives and the divine origin of Christianity.

Fisher, *Manual of Natural Theology*; Fisher, *Manual of Christian Evidences*.

"Philosophy N2a." — 2 hours a week, first half-year. (1 point.) *Psychology*. A brief introduction to the subject, the text-book being supplemented by informal lectures and discussions.

Halleck, *Psychology*.

"Philosophy N2b." — 2 hours a week, second half-year. (1 point.) *Social Service*. An elementary treatment, with discussions of practical problems suggested.

Davis, *The Field of Social Service*.

## PEDAGOGY

Pedagogy I. — 2 hours a week. (2 points.)

The chief aims of this course are to learn what methods in teaching have been proven the best and to study the psychology of the child. With this is combined some practical instruction in Hygiene and Social Work. The instruction is partly by text-books and partly by informal lectures and discussions. Actual practice in teaching is also afforded, when desirable.

Colgrove, *The Teacher and the School*; Hart, *Educational Resources of Village and Rural Communities*; James, *Talks to Teachers*.

## BIBLE STUDY

Both resident and local students are required to take a one-hour course in Bible study. On account of the varying lengths of time spent at the School by different students, the variation of the classes which they enter, and the difference in knowledge of the subject shown by members of the same college class, it is difficult to arrange these courses in as systematic a way as might be desired.

Students are therefore assigned to Bible classes partly on the ground of age and partly on the ground of the amount of work done and the length of time spent at the School.

There are four divisions pursuing separate courses. These courses are designed to cover the Old and New Testament and the History of the Bible, in two years; and then to give a fuller knowledge of these subjects to those pursuing a longer course at the School.



DOMESTIC ART STUDENTS DISPLAY "COSTUMES" MADE IN CLASS AT "TEA."



1920 "SKETCH CLUB" NEAR THE RECTORY.



The instruction is partly by lectures, accompanied by the use of a uniform edition of the Bible (with references, dictionary, maps, etc.) as a text-book; and partly by Instruction Books.

All resident students are also required to take a half-hour course in one of the Sunday classes. These courses are either on the Bible, or the Prayer Book, or Church History.



# DEPARTMENT OF MUSIC

## GENERAL REMARKS

Music is both an Art and a Science. As such, the study of music is strong to train the mind, to touch the heart, and to develop the love of the beautiful. The importance of this study is being more and more realized by the schools, and its power felt as an element of education. No pains are spared in preparing the best courses of study, methods of instruction and facilities of work, in this department.

It is the aim of the Music Department of St. Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent, but also to hear, to understand and to appreciate the beautiful in all music.

The department is equipped with Miller, Knabe, and Steinway grand pianos, in addition to twenty-six other pianos. The practice rooms are separate from the other buildings, and there is a beautiful Auditorium which seats six hundred people.

Organ pupils are instructed on a two-manual pipe organ, with twenty stops, and a pedal organ. A Kinetic electric blower adds greatly to the convenience of instruction and practice.

Courses of study are offered in Piano, Voice, Organ and Violin.

## CONCERTS AND RECITALS

For the purpose of acquiring confidence and becoming accustomed to appearing in public, all music pupils are required to meet once a fortnight in the Auditorium for an afternoon

recital. All music pupils take part in these recitals, which are open only to members of the School.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year, and there are frequent opportunities for hearing music by artists, both at St. Mary's and in the city.

## THE CHOIR

No part of the School music is regarded as of more importance than the singing in Chapel. The whole student body attends the services of the Chapel and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections; and for this purpose meets once a week for special practice. The students in this way become familiar with chanting, with the full choral service, and with the best church music. Membership in the choir is voluntary, but students admitted to the choir are required to attend the weekly rehearsal.

A short rehearsal of the whole School is conducted after the service in the Chapel on Saturday evenings.

## THE CHORUS CLASS

The Chorus Class is not confined to the music students, but is open to all students of the School, without charge. This training is of inestimable value, as it gives practice in sight reading and makes the student acquainted with the best choral works of the masters — an education in itself.

Care is taken not to strain the voices and attention is paid to tone color and interpretation. The beauty and effect of chorus singing is in the blending of the voices, and to sing in chorus it is not necessary to have a good solo voice.

From the members of the Chorus Class voices are selected by the Chorus Conductor for special work. Membership in the Chorus Class is voluntary. But parents are urged to require this work from their daughters, if they are deemed fit for it by the Conductor. When, however, a student is enrolled, attendance at rehearsals is compulsory, until the student is excused by the Rector at the request of the parent.

## RELATION TO THE ACADEMIC DEPARTMENT

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular students of the Academic Department. The theoretical studies count the same as Academic studies. The technical work is given Academic credit in accordance with the rules stated below.

Pupils specializing in music are, as a rule, expected to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Students from the city may take lessons in music only. Certificates in Music are awarded only to students who have completed the required minimum of academic work. (See page 37.)

The *technical* work in Music is also credited for academic classification, as follows:

The completion at the School of the technical work in the

Freshman, \*Sophomore, Junior or Senior classes in Music will entitle the student to 3 points of academic credit for the work of each class thus completed under the following conditions:

(1) Not more than three points may be earned in any one year in Piano, Voice, Violin or Organ — whether one or more of these subjects is studied.

(2) Not more than 12 points (one-fifth of the total amount required for graduation from the college) may be earned in all.

(3) In order to be entitled to credit the pupil must be a member of the College. (Preparatory pupils may not count Music toward subsequent academic graduation.)

(4) In order to be entitled to credit for the technical work of a given class in music, the student must also have completed satisfactorily the theoretical work of that class.

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\*It should be carefully noted that the names of the classes, as here used, are of musical standing only, and do not refer to the academic class of which the same student may be a member.

## AWARDS

*The Certificate of the Department* is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department.

2. The candidate must have been for at least two years a student of the department.

3. The candidate must have finished the technical work required and have passed a satisfactory examination therein, at least one-half year before the certificate recital which she must give at the end of the year.

4. The candidates must have completed the required minimum of Academic Work. (See page 37.)

*The Diploma*, the highest honor in the Music Department, is awarded to a student who has already received the Certificate, who gives evidence of conspicuous musical ability, and who thereafter pursues advanced work in technique and interpretation for at least one year at the School.

## THE COURSES

It is the aim of earnest and leading conservatories and schools to standardize the teaching of music and to harmonize the work of private teachers with that of the conservatories

Standardization of music teaching and of school credits for music study are subjects now receiving serious attention by educational authorities throughout the country. To this end a definite standard of requirements must be established and a means adopted of definitely ascertaining the accomplishment of such requirements. For such a purpose, as is the case in all other subjects taught, the use of a standard text work is necessary.

After a thorough investigation, it seems that the Progressive Series of Piano Lessons, edited by Godowsky, Hofmann and other world-renowned artists and pedagogues, fully meets the requirements as such a text work, covering as it does the theoretical and practical branches of music in a correlated manner; and it has been adopted as the standard text of the Music Department of St. Mary's School. The course is so arranged in systematic and progressive order that a pupil's progress is definitely measured. There is, however, no hard and fast adherence to any particular "method" of playing, the individuality and judgment of the teacher having full play, not only in the selection of music but also in adapting the work to the peculiar need of each pupil.

## ENTRANCE REQUIREMENTS

Students entering the Department will be given both theoretical and practical examinations and placed in the grade they are qualified to enter.

It is most desirable and is strongly urged that the student, on entering, have previously a good working knowledge of

the scales, the staff, notation and time values. A review of these rudiments, to which the First and Second Quarter Lessons of the Progressive Series are devoted, will take place at the beginning of Theory I.

Students presenting certificates from teachers authorized by the Art Publication Society to teach the Progressive Series, will be allowed full credit for work accomplished and be placed in the succeeding grade without examination.

## THE COURSES

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

### THEORETICAL COURSES

(One hour each per week. Academic credit: 1 point.)

For the courses in Theory, required of all music students, the Lessons of the Progressive Series are used throughout. These lessons are divided into four Grades: Elementary, Intermediate, Advanced and Graduate, each grade being further sub-divided into four quarters of nine Lesson Leaflets each, together with supplementary Ear-training Exercises.

Theory 1. (Preparatory): 3rd and 4th Quarters of Lessons.

Theory 2. (Freshman): 5th and 6th Quarters of Lessons.

Theory 3. (Sophomore): 7th and 8th Quarters of Lessons.

Theory 4. (Junior): 9th and 10th Quarters of Lessons.

Theory 5. (Senior): 11th and 12th Quarters of Lessons and History of Music.

Much importance is attached to ear-training, which is continuous throughout the courses. Training in the appreciation of music is carried on in all classes, both theoretical and practical, in addition to special lectures devoted to this subject.

### TECHNICAL COURSES

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.



## PIANO

Course I.—(*Preparatory.*)—The following major scales: C, G, D, A, F, B flat, E flat, hands separate, in sixteenth notes, metronome 92 to a quarter note. Harmonic minor scales, and major arpeggios of above, hands separate, moderate tempo.

Studies: Duvernoy, op., 176; Kohler, op., 157 and op., 242; Heller, op., 47; Burgmuller, op., 100.

Course II.—(*Freshman.*)—Major scales, hands together, in 16th notes, 100 to a quarter note. Harmonic and melodic minor scales, hands separate in 16th notes, 100 to a quarter note. Major and minor arpeggios, hands separate, in 16th notes, 80 to a quarter note.

Studies: Duvernoy, op., 120; Czerny, op., 636; Le Couppey, op., 20; Heller, op., 46.

Course III.—(*Sophomore.*)—All scales, hands together, in 16th notes, 112 to a quarter note. Arpeggios, hands separate, in 16th notes, 100 to a quarter note. Three major scales in thirds, sixths, tenths, and contrary motion, in 16th notes, 100 to a quarter note. Major scales in octaves, hands separate, in 8th notes, 100 to a quarter note.

Studies: Czerny, op., 299; Berens, op., 61; Krause, op., 2; Heller, op., 45; Bach, Two-part Inventions.

Course IV.—(*Junior.*)—All scales, hands together, in 16th notes, 120 to a quarter note. All arpeggios, hands together, in 16th notes, 116 to a quarter note. Three harmonic minor scales in thirds, sixths, and tenths, and in contrary motion, in 16th notes, 100 to a quarter note. Major scales in octaves, hands separate, in 16th notes, 72 to a quarter note. Scale of C in double thirds, hands separate, moderate tempo.

Studies: Bach, Suites and Three-part Inventions; Cramer; Clementi.

Course V.—(*Senior.*)—Six major scales and six minor scales (three harmonic, three melodic) in thirds, sixths and tenths, and in contrary motion, in 16th notes, 112 to a quarter note. Dominant and diminished seventh arpeggios, hands together, 116. Major scales in double thirds, 72. Octave scales, 92.

Studies: Bach well-tempered Clavichord and advanced studies in interpretation.

Course VI.—(*For Diploma.*)—Preludes and Fugues from Bach's well-tempered Clavichord, 1 and 2. The student must have a repertoire including works of Beethoven, Mozart, Haydn, Chopin, Mendelssohn, and of modern composers, MacDowell and others.

# VOICE

Course I.—(*Preparatory*).—Foundation principles of breathing, tone production and enunciation. Sieber 8 measure exercises. Easy songs.

Course II.—(*Freshman*).—Development of technic. Elementary vocalises. Concone, Spicker, etc. Songs.

Course III.—(*Sophomore*).—Continued development of technic. Vocalises by Marchesi, Lamperti, Spicker. Songs and easy arias from oratorio and opera.

Course IV.—(*Junior*).—Advanced work in technic. Vocalises. Interpretation of classic songs and arias.

Course V.—(*Senior*).—Advanced technic applied in vocalises, classic songs in English, French, and Italian. Oratorio and opera. Preparation of recital program.

# ORGAN

Before beginning the study of the Organ, the pupil must have finished the Preparatory Course I in Piano.

Course I.—(*Freshman*).—Clemens' *Modern School for the Organ*. Exercises in varieties of touch and in part playing. Easy pieces.

Course II.—(*Sophomore*).—Clemens' *Modern Pedal Technique*, Vol. 2; Carl's *Masterstudies*; J. S. Bach's *Short Preludes and Fugues*.

Course III.—(*Junior*).—Clemens' continued. Carl continued. Bach's *Preludes and Fugues*. Sonatas by Merkel, Mendelssohn and Guilmant.

Course IV.—(*Senior*).—Bach's *Preludes and Fugues*, and *Trio Sonatas*. Sonatas and symphonies, classic and modern. Preparation of recital program.

The usual supplementary studies in hymn-playing, service accompaniment, sight-reading, modulation, registration, and structure of organ, are given progressively throughout the course.

# REQUIREMENTS FOR CERTIFICATE

In addition to the completion of the Senior Course in Organ, the requirements for a Certificate in Organ include

the completion of the Sophomore Course in Piano; two hours daily practice (at least one at the organ) during the Junior and Senior years; and a public recital.

#### REQUIREMENTS FOR DIPLOMA

For a Diploma the pupil must have at least one year of additional study after completing the requirements for the certificate. Elementary counterpoint; accompaniment of full Morning and Evening Prayer and Holy Communion at Sunday Service in Chapel. The final examination will consist of the practical work at the organ as provided for in the American Guild of Organists' examination for the degree of Associate.

#### VIOLIN

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced, are required to take part in the Orchestra, which is included in the regular work of the department.

Course 1.—Exercises and studies by Heming, David (Part I.), Dancla, Hofman op. 25, Wohlfahrt op. 45. Easy solos by Hauser, Sitt, Dancla, Papini, etc.

Course 2.—Exercises and studies by Schradieck, David (Part II.), Sevcik op. 6, Kayser op. 37. Solos adapted to the needs of students.

Course 3.—Exercises and studies by Schradieck, David (Part II.), Sevcik op. 6, op. 8, op. 9, Dont, Kayser op. 20, Kreutzer. Solos by DeBeriot, Dancla, etc. Modern composers.

Course 4.—Exercises and studies by Schradieck, Sevcik, Rode, Kreutzer. Sonatas, Concertos by Viotti, Spohr, DeBeriot, etc.

Course 5.—Exercises and studies by Sevcik, Mazas, Fiorillio. Sonatas, Concertos. Public recital.

A knowledge of piano, sufficient to play second grade pieces at least, is required in the case of pupils in the last two courses.

## ART DEPARTMENT

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and the History of Art, and must also satisfy the academic requirements for a certificate, as stated on page 37.

The technical work in the *Art Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

I. *Drawing*. The student is first instructed in the *free-hand* drawing of geometric solids, whereby she is taught the fundamentals of good drawing, the art of measuring correctly, and the drawing of straight and curved lines. This work is exceedingly important.

Next the student is taught drawing from still-life, with shading; the drawing of plants; of casts; original designs — conventional and applied — in black and white, and in color; and pencil sketches from nature.

After this comes charcoal drawings; or shading in pen and ink; or wash-drawings in monochrome, as in magazine illustrating.

II. *Painting*. This includes work in oil or in water color.

The student is required to paint two large still-life groups; two large landscapes and two flower studies from nature; two out-door sketches from nature, and an original poster.

III. *History of Art.* This study includes the history of Architecture, Sculpture and Painting. This course is important and is required of all students in the regular art course.

*Special Courses.* — Pupils who do not wish to take the regular course may take any of the above courses or of the following special courses:

1. Flower Painting. — Special attention is given to flower painting in water color.

2. Still-life Painting. — This work is preparatory to more advanced work in the flower painting and life classes. Either oil or water color may be used as a medium.

3. China Painting.

4. Life Class. — A living model is provided from which the students may draw and paint.

5. Sketch Club. — This club is formed of students who take turn in posing in costume. The same model poses only once. During the spring and fall months outdoor sketching from nature is done.

6. Advanced Antique. — All classes are graded according to this work. Drawing from Greek antiques in charcoal is required of all pupils taking the full course.

7. Design Class. — This work is planned according to the principles originated and applied by Arthur W. Dow, and is a combination of the Occidental and Oriental principles. A close study of nature and an original imaginative use of her forms in design is the keynote of this method.

8. Architectural and Mechanical Drawing. — To supply the demand for women draftsmen in architects' offices, a special course in Architectural and Mechanical Drawing is offered by the School. The course begins with geometrical figures, projections of objects, and leads up gradually to the highest forms of architectural work.

9. Commercial Art. — The principles of Commercial Art are taught in the form of original posters advertising the various business houses and trips to foreign lands.

## DEPARTMENT OF EXPRESSION

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well-trained voice and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of expression is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others.

### REGULAR REQUIRED WORK

Students of the Freshman and Upper Preparatory classes are required to take a period of expression each week in connection with their regular work, and for this there is no extra charge. This course deals with fundamental reading. Particular attention is paid to the standing position, articulation, pronunciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

### SPECIAL WORK

The special courses, which should be taken by students in connection with work in the academic department and for which the charge is extra are (1) Class Expression and (2) Private Expression.

### CLASS EXPRESSION

In this class the number is limited and each student receives careful individual attention. The course is so arranged as to afford the student the opportunity to appear in informal recitals from time to time, thereby gaining in confidence and poise.



## PRIVATE EXPRESSION

The course of the private pupil is more inclusive. A thorough training is given in all the principles of expression. During the year each student appears in public recitals, for which she is taught to interpret the best literature.

Private pupils are admitted to the Dramatic Club, giving them the advantage of the study and presentation of at least two good plays during the year.

The academic credit for this course is 3 *points* for each year.

## AWARDS

As in other departments, the Certificate is only awarded if the student has completed the required Minimum of Academic Work in the College (see page 37).

The regular course of the department is planned to extend over four years, leading to the Diploma.

The Certificate is awarded on the completion of the work of the Third Year and the giving of a public recital.

Students who have practically completed the academic work before taking up the work of the department may be able to complete the Three Years' Course in two years.

## OUTLINE OF THE COURSE FOR DIPLOMA OR CERTIFICATE

### FIRST YEAR

Practice Book of Leland Powers School.—Evolution of Expression, Vols. I and II.

Public Reading.—The major part of the time is devoted to fundamental problems. A portion of each week is devoted to drill on selections of the student's individual choice, and these selections are presented at informal recitals during the year.

Gesture.—Freeing exercises. Significance of carriage, attitude and movement. Principles of gesture.

Voice.—Fundamental work of freeing and developing the voice. Basic principles of voice production; voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, melody of speech. Correction of individual faults.

Dramatic Art.—Platform deportment. Correct sitting, standing and walking, entrance and exit, platform methods and traditions. Presentation of scenes and one act plays.

Pantomime.—Elementary principles. Correction of defects and mannerisms in bodily expression and in facial expression.

## SECOND YEAR

Practice Book of Leland Powers School.—Evolution of Expression, Vols. III. and IV. Principles of the four volumes—a careful study of the sixteen laws of evolution which are founded on psychological principles.

Public Reading.—Students are allowed more freedom in their choice of selections.

Gesture.

Voice.—Review of fundamentals.

Emerson System of Physical Culture.

Dramatic Art.—Presentation of scenes and one-act plays.

Recitals.

## THIRD YEAR

Poetic Interpretation.—The poetry of Tennyson, Lowell, Longfellow, Kipling, and other masters.

Applied Gesture and Voice.

Physical Training.—The four divisions of the Emerson System in their relation to unity and expression. (Normal work.)

Impersonation.—Two or more Shakespearean plays with special reference to the differentiation of the characters.

Dramatic Art.—Study of the farce, comedy, burlesque, melodrama, and tragedy. Dramatization of a story or original plot.

Recitals. (Public.)

## FOURTH YEAR

Poetic Interpretation.—Continued.

Extemporaneous Speaking and Debate.

Pedagogy.

Psychology.

Gymnastics.—Floor work, including free exercises, apparatus work, marching, indoor and outdoor games.

Bible.—Bible and hymn reading.

Impersonation.—Continued.

Dramatic Art.—Classical plays.

Recitals.

## HOME ECONOMICS DEPARTMENT

Home Economics, as a distinctive subject of study, is a study of the economic, sanitary and æsthetic aspects of food, clothing and shelter as connected with their selection, preparation and use by the family in the home, or by other groups of people. Reference is also made to composition, classification, manufacture, adulteration and cost.

The Home Economics Department of St. Mary's accomplishes this instruction with the idea of developing the skill and self-reliance of the individual student, by the courses described.

The purpose of the instruction is to afford training in the subjects that pertain to life in the home, to aid the young woman to become proficient in practical housekeeping, and in making the home more beautiful.

The constant aim of the courses is to develop the initiative and independence of the student, skill in practical use of materials, and a knowledge of economical purchase and wise selection as of equal importance.

Well equipped laboratories for cooking and sewing afford excellent facilities for class work.

The work is planned to extend over two courses: a first year course and a second year course.

### AWARDS

The *Certificate in Home Economics* is awarded on the completion of the four courses (A I., A II., B I. and B II.) to those students who have also completed the Minimum of Academic Work in the College required for all Certificates. The Minimum of Academic Work is the same as for Certificates in other departments except that Science D (Chemistry) must be included in the *12 elective points*.



STUDENT GROUP IN THE PARLOR NEAR THE "CONFIRMATION PICTURE."



The *Certificate in Domestic Science* is awarded on the completion of Home Economics A I. and A II., under the same conditions as the full certificate as regards academic requirements.

## THE COURSES

*Home Economics A I* ("Domestic Science I"); *General Cooking* (First Year) (Academic credit: 2 points). Four hours a week of practical work and one hour of theory, in which the practical as well as the theoretical work is discussed.

The course includes a study of the following:

I. *Food materials and foodstuffs* — What food is; vegetable and animal foods; foodstuffs; foodstuffs in nutrition; food adjuncts.

II. *Fuels and cooking apparatus* — Comparison of different fuels; their use; their cost.

III. *Food Preparation* — (a) Principles of cooking; (b) Care of food in the house; (c) Weighing and measuring; (d) Processes of food preparation; (e) Preparing and mixing; (f) Cooking processes; (g) Disposal of waste food.

IV. *Causes of spoiling foods* — Methods of preservation.

V. *Heat and its application to food*.—Methods of conveying; losses in heating.

VI. *Special attention to various methods of preparing*: Fruits; vegetables; cereals and their products; milk and milk products; eggs; fish; meats and meat substitutes.

VII. *Household sanitation* — The dwelling; its location, selection and furnishing in relation to health problems; including also a study of lighting, ventilating and heating; the relation of germ life to water, ice and milk supplies, and to other foods, both uncooked and preserved by various methods.



*Home Economics A II* ("Domestic Science II"): (Second Year) (Academic credit: 2 points). A continuation of Home Economics AI, with the addition of the following:

I. *Food and dietetics* — Study of composition and nutritive value of foods; simple food chemistry; diet and dietaries.

II. *Household management* — Expenditure for food and shelter; buying and shopping methods; menus; balanced meals; relation to nutrition and cost.

III. *Cooking*:

1. Applied dietaries — Invalid and infant cookery.
2. Fancy cooking — Methods of preparation, garnishing and serving.

Special attention is paid in Home Economics A I and A II to preparation and serving. In serving, the table equipment, setting of the table and serving are carefully studied and practiced.

A large recently remodeled and newly equipped domestic science kitchen is arranged to provide the best facilities for class-work, both individual and co-operative, and a special dining-room gives the class opportunity for putting into practice methods of service. A series of luncheons is served by the class in this dining-room, applying the lessons on the laying of the table, the serving of different meals, the preparation of the meal, the care of the dining-room, and of the table, silver, china, etc.

*Home Economics B I* ("Domestic Art I") (First Year): *General Sewing* — It is the aim of this course to train the fingers and to teach the student to apply the stitches as a means of constructing a definite article.

The course includes:

I. *Handwork*:

- a. The simple and necessary stitches required in garment making, learned as needed. The following are suggestive: hemming, gathering, running, overhand, etc.
- b. Seams and application usually needed, such as: French fell, tailor's, etc., and plackets.
- c. Decoration — Simple and attractive, designed and applied by the students making use of simple and decorative stitches.

II. *Machine work* — Use and care of machine and its simple attachments.

III. *Taking of measurements* — Cutting and making of undergarments.

IV. *Study of commercial patterns* — Their use, alteration and interpretation.

V. *Study and discussion of*:

- a. *Textile materials* — Their growth, use and manufacture.
- b. *Economics of dress; economics of selection of materials.*
- c. *Care and repair of clothing* — Suggestions for daily use, mending and remodeling.

*Home Economics B II ("Domestic Art II")* (Second Year): Advanced course in Garment Making to follow the general course.

It is the object of this course to give the student some technical skill which she can increase with practice. It includes the following:

- I. Review of principles learned in general course of sewing.

## II. Construction of more advanced garments:

- a. Cotton dress of sheer material — tucked blouse, principle of inserting lace or embroidery.
- b. Close fitting lining — putting together, fitting, finished seams.
- c. Wool dress, plans for seam finish, placket, fastenup.

## III. Embroidery and decorative work — Towels, doilies, etc.

## IV. Discussion of such subjects as:

- a. Clothing — Uses and selection; relation to health.
- b. History of costume.
- c. Costume design. Importance of artistic dress and its requirements; principles of design; value in color; color harmony; simplicity in dress; appropriateness.
- d. Use of patterns — Choice of materials; cost; economical cutting of garments, etc.

## TEXT-BOOKS

The courses are based on the text-books of Professors Kinne and Cooley of Teachers' College, Columbia University, and students use these books as reference text-books.

A I. and A II.: Kinne & Cooley, *Foods and Household Management*.

B I. and B II.: Kinne & Cooley, *Shelter and Clothing*.

Constant reference is also made to the other current literature of the subject.

## BUSINESS DEPARTMENT

The Business Department of St. Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible.

The curriculum embraces thorough instruction in Stenography, Typewriting, Manifolded, etc.; Bookkeeping, Arithmetic, Penmanship, and English.

Students taking, as is advised, the course in connection with academic work, would ordinarily complete the Business Course in one school year.

Students may take either the full course or any part of it.

Graduates of the Department have been very successful in their practical business engagements, and are the best recommendation for the work of the department.

### REQUIREMENTS

In order to be well prepared to take the course to advantage, students, before entering the Business Department, should have satisfactorily completed the work of the Preparatory School or its equivalent.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not only on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

### AWARDS

The *Business Certificate* is awarded those students who complete the work of the full course, including all the work

required for certificates in Stenography, Typewriting and Bookkeeping.

The *Diploma* of the department is reserved for those students who, in addition to completing the work required for the Business Certificate, have the mental equipment to do unusually good work in their profession, and who have demonstrated their fitness for such work by actual practice.

*Certificates* in Stenography, Typewriting or Bookkeeping are awarded students who have completed the respective requirements stated below.

## COURSES

In Stenography, the Isaac Pitman System of Shorthand is used. This is the standard system, is easily acquired, and meets all the demands of the amanuensis and the reporter.

The work of the courses and the requirements for Certificates are as follows:

Stenography.—The texts used are Isaac Pitman's Short Course in Shorthand, Business Correspondence in Shorthand Nos. 1 and 2, and Book of Phrases and Contractions. In connection with the texts, the following books from the Isaac Pitman shorthand library are used in class for reading and dictation purposes: *Vicar of Wakefield*, *Irving's Tales and Sketches*, *Macaulay's Warren Hastings*, *Dickens' Haunted Man*, *Leaves from the Note Book of Thomas Allen Reed*, etc.

The pupils are taught Manifolding, Composition, Punctuation, Spelling, Business Forms, Correspondence and Reporting.

To receive the Certificate, the student must have completed the required work in the foregoing; must have attained a speed of at least 80 words a minute from dictation; and must have completed the required work in English in the Academic Department.

A certificate in Stenography will not be given unless the student has also taken the course in Typewriting.

Typewriting.—The touch system is used, and to obtain the Certificate the student must have attained a speed of 50 words a minute from dictation; 40 words from printed matter; and 30 words from stenographic notes; and must have completed the required work in English.

Bookkeeping. — Miner's Bookkeeping (Introductory Course) is used as a text. As a student advances, the instruction becomes thoroughly practical, a regular set of books is opened, and the routine of a well-ordered business house thoroughly investigated and practically pursued. The object is to prepare the student to fill a position immediately after graduation from the School.

For the Certificate, in addition to the technical work in Bookkeeping, the course in Commercial Arithmetic (Math. X) must be completed.



## DEPARTMENT OF PHYSICAL TRAINING

Special stress at St. Mary's is laid on the care of the health and the physical training of the students.

All resident students are required to spend an hour daily in open air exercise, and are required to take the regular physical training course for two periods weekly.

A special class is provided for those who require special treatment, either on account of physical peculiarities or weakness. For such cases the family physician should send written instructions.

### THE GYMNASIUM

The Gymnasium in Clement Hall is ideal for the purpose, and is excellently equipped. The regular physical training exercises are given here, and the athletic sports are held here when the weather is unsuitable for games outside. So far as possible, however, the training is given in the open, and the climate of Raleigh makes open air games and exercise possible practically throughout the year.

The one aim of the Physical Training Department is the conservation and development of the health of the students by their better physical training.

To determine the training proper for each student and to make it possible to denote the degree of improvement, a physical examination, with physical measurements and strength tests, is made of each student by the School Physician and the Physical Director at the beginning of each session and also during the second half-year. Comparative statements are sent to parents for their information.

## THE COURSE

Daily exercise is required of all resident students.

The course is thoroughly practical and is intended to train the students in the art of managing their bodies, in standing, walking, using their limbs, breathing, and the like. The exercise is most wholesome and the training imparts to the students suggestions about their health which will be most useful to them throughout life.

Short talks on general hygiene are also given by the Physical Director.

*Gymnastics:* Two periods each week are devoted to Gymnastics with or without apparatus, and to games and folk dances.

The course includes free arm exercises with Indian Clubs and Dumb-bells for general development; folk-dances and exercises on German and Swedish apparatus to overcome awkwardness and develop strength, etc.

*Athletics:* At least one period each week is used in playing one or more of the team games: Basket-ball, Volley-ball, Captain-ball, or Playground-baseball.

### AESTHETIC DANCING

A class or classes in Aesthetic Dancing begins during the fall term, and the course consists of twenty lessons, for which the charge is \$15.

A member of this class is allowed to substitute the Aesthetic Dancing for the regular Physical Culture classes on the days of the Dancing Class.

The Athletic Associations (mentioned on page 25) are under the general supervision of the Physical Director. Fall and Spring Outdoor Meets, Match Games almost weekly between the teams in the games mentioned above, and Tennis Tournaments are held each year under the direction of the Department.

## GENERAL SCHOOL REGULATIONS

In accepting the responsibility for the care of the students at St. Mary's, it is necessary to state that no boarding student is desired whose sense of honor is not sufficiently developed to make it possible to trust her—

*(1) Not to endanger life and property by forbidden use of fire,*

*(2) Not to go off the ample school grounds without permission, and*

*(3) Not to be out of her proper place when she is expected and supposed to be in her own bed.*

The effort of St. Mary's School is to maintain, as far as possible, the family life of the students entrusted to its care.

Local students are expected to conform to all the household requirements of the School while present.

The desire of parents will always be carefully considered, but the final authority in all cases is vested with the Rector. It is understood that in sending a student to the School the parent agrees to submit to such rules as the Rector thinks necessary for the good of the School as a whole.

Parents wishing students to have special permission for any purpose should communicate directly with the Rector, and not through the student.

No student will be permitted to take less than the minimum hours of work.

Written explanations must be presented by students requesting excuse for absence, tardiness, or lack of preparation in any duty.

## EXAMINATIONS

No student is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

## ATTENDANCE

All students are required to arrive in time for the opening of the School session and to remain until it closes. If they arrive late without the Rector's approval, they are liable to forfeiture of their places in the School. If withdrawn before the close without the Rector's approval, their connection with the School is permanently terminated and their claim to a certificate of honorable dismissal is forfeited.

## HOLIDAYS

The Christmas holiday, as a rule, is of two weeks' duration. Every student is required to be present on time at its close.

There is no Thanksgiving or Easter holiday, and students are not to leave the School at these seasons. Thanksgiving Day is a free day to be celebrated in the School, and Good Friday is a Holy Day, but otherwise the school duties are not interrupted.

## ABSENCE

There is a recess of two weeks at Christmas and a recess of five days at Mid-Lent. Except for these recesses students are allowed to leave the School only in cases of severe illness, or for some other reason so serious as to seem sufficient to the Rector. The application should be made as early as possible directly by the parent to the Rector, in writing, if possible.

An extension for serious cause of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed within one week of Thanksgiving Day or Washington's Birthday, or from Palm Sunday to Easter, inclusive.

A student who overstays her absence without the Rector's permission and approval will by that act terminate her connection with the School.

### VISITS

The presence of a parent in Raleigh does not in any respect excuse a student from any regulations of the School without permission from the Rector, and obedience to the conditions governing such permissions is a matter between the student and the Rector alone.

The Rector is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be convenient to them, and he will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have parents spend the night at the school. In general, *students are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in Raleigh for only an hour or two. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No student is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

Visitors are not desired on Sunday. Ladies from the city are welcome on afternoons other than Saturday or Sunday between half-past three and six.

All visitors are received in the parlor.

Invitations to students should be sent through the Rector.

## CHURCH ATTENDANCE

Town students, as well as resident students, are required to attend the daily Chapel service at 8:45 A. M. As St. Mary's is distinctly a Church school, *all resident students are required to attend all Chapel services.*

## ROOMS

The assignment of students to quarters is determined on the basis of date of formal application, age, classification, and length of time at the School. *To obtain a room assigned a student must arrive on time.*

(1) Until May 1st of each year, the applications of present students have preference over the applications of prospective students in the designation of the choice of room-places for the following year.

(2) Definite room-places are in no case assigned unless applications are regularly made for all the room-places in that room. If a student who files her application has no prospective room-mate with application on file she may be assigned to a definite hall, but not to a definite room.

(3) West Rock is reserved for the younger students. Students who are both below the Freshman Class and less than sixteen years of age at the date of entrance are ordinarily assigned to West Rock.

In assigning students to rooms, the Rector does not waive the right to change a student at any time from one room to another if in his judgment it is best for the order of the School.



## COMMUNICATIONS

All telegrams for the students should be addressed to the Rector.

All letters with regard to the students should be addressed to the Rector, but, when desired, communications pertaining to their health and personal welfare may be addressed to the Lady Principal.

Correspondence with the home circle is freely encouraged, but beyond this *there is no time*, even were it otherwise desirable, for letter writing.

## DRESS

Parents will confer a favor by consulting simplicity in the dress of their daughters, and no dresses of extreme cut may be worn.

All students are expected to wear simple white dresses at Commencement and at all public entertainments given by the School.

Dressmaking should, so far as possible, be attended to at home, as there is neither time nor opportunity for it while at St. Mary's.

## HEALTH PRECAUTIONS

Students exposed to contagious diseases should not return to the School without previous consultation with the Rector.

The Rector strongly advises inoculation for immunity against smallpox and typhoid, to be administered at home during vacation before entering the School.

All dental work should be attended to before the student comes to School.

## FOOD

It is a universal experience that boxes of food constantly cause sickness, hence the rule that students may receive one

box of food at Thanksgiving and one at Easter. Food sent at other times will be sent to the City Hospital. Candy may be sent occasionally, fruit at any time, and a cake at the student's birthday.

## POCKET MONEY

The School cannot pay bills or advance funds to students for any purpose unless a special deposit has been made for that purpose. A monthly allowance, limited in amount, to be deposited with the School and paid to the student weekly is recommended, as tending to give the student a proper sense of the value of money and of responsibility in the use of it.

Students are expected to deposit money in the School Office.

No valuables should be brought to the School.

*Bills must positively not be contracted at the stores, and the merchants are notified to this effect.*

## GENERAL DISCIPLINE

With regard to discipline it is desired to have as few rules and to grant as many privileges as possible. But in so large a community the rules must be obeyed and enforced uniformly and the privileges must be withdrawn if they are abused or work injury to the individual and the School, and it must be remembered that no privilege can be allowed to any one which could not, *under similar circumstances, be allowed to all* who ask for it. In working together for the good of the whole School both parents and the School authorities will in the end succeed best in securing the good of each individual.

## REQUISITES

Boarding students are required to bring with them —

Bed-linen for single bed.

4 sheets, 63x90.

3 pillow-cases, 19x34.

2 counterpanes, white.

1 pair blankets.

6 towels,

Cloak or cape,

Umbrella,

At least one pair of stout high shoes,

Overshoes.

These, and all articles of clothing, must be distinctly marked with the owner's name.

## GYMNASIUM COSTUME

For use in the Physical Training classes each member of these classes is required to have

*One pair of full, black bloomers,*

*Four all white middy blouses,*

*One black kerchief tie,*

*Three pairs of black cotton stockings,*

*One pair of leather gymnasium shoes.*

The shoes will be properly fitted and furnished at the School; the other requirements should be provided before leaving home and brought to the School by the student.

Students are asked to send by parcel post not later than September 1st the linen for their beds.



THE "GRANDDAUGHTERS OF ST. MARY'S" OF 1920-21 GROUPED ON THE CHAPEL STEPS.



ANNUAL STUDENT EXHIBIT IN THE ART STUDIO.



## TERMS

*Payments on account must be made at the dates indicated.*

*Fees for the half-year become due in full when the student enters on the half-year and no reduction is made in the charge on account of the absence or withdrawal of the student for any reason other than protracted illness of a month or more, in which case the parent and the School divide the loss equally.*

*No allowance is made for withdrawal at Christmas, nor within one month of the close of the session, nor is allowance made for late entrance.*

*A memorandum of the amount due is sent to each parent or guardian a few days before the dates of payment in September, November, January, and March, but failure to receive this notice cannot be offered in excuse for delay in payment. All bills must be paid promptly when due if students are to remain in School.*

*Students are not received for less than a half-year or the remainder of a half-year. Parents are asked to give ample notice beforehand of intention to withdraw a student at the end of a half-year.*

## CHARGES AND PAYMENTS

*Entrance Fee:* An Entrance Fee of \$25 is required of all resident students at the time of filing application for entrance, as a guarantee for holding place. This fee is in no case returned, but on the entrance of the student is credited to her Incidental Account, as a deposit for books, etc.

*General Charges:* The general charge for the School year, 1920-21, is \$550. For the half-year the charge is \$350. This includes Board, Room-place, Laundry, Contingent and Library Fees, and Academic or Business Tuition.



No reduction is made when the resident student has only one or two studies in the Academic Department.

An additional charge of \$25. is made when students take one or more studies in the Business Department in addition to their studies in the Academic Department, and *vice versa*.

An allowance of \$25 in the charges for the year for each student is made when two sisters are in attendance at the same time.

#### PAYMENTS

*General Charges:* A payment of \$250 is required on or before the date of entrance.

A second payment of \$100 is required by December 1st.

A third payment of \$100 is required by the beginning of the second half-year.

The final payment of \$100 is required March 25th.

*Special Fees:* After the student's course has been arranged a memorandum of the fees in the special departments (Music, Art, Elocution, Home Economics) is sent the parent or guardian and payment for the first half-year is required October 1st.

Payment for the second half-year is required at the beginning of the half-year.

When a student enters upon studies in the special departments during the session, the account is due when rendered.

*Incidental Account:* On the student's entrance the \$25 Application Fee is credited to her Incidental Account. Further payments on this account are requested only as needed.

## SPECIAL CHARGES

### FEES IN THE MUSIC DEPARTMENT

(Each pupil receives two half-hour lessons each week in the branch of Music she is pursuing. She is also required to take a course in Theory, two half-hours a week, which is included in the charge. Students of Voice are also members of the Chorus, two half-hours a week, which is included in the charge. Pupils in Piano, Voice and Organ are entitled to one hour's use of piano or organ each day for practice without additional charge.)

### CHARGES FOR THE SESSION

For Lessons from the Director.....	\$100
For Piano Lessons .....	\$80 or 90
For Voice Lessons .....	90 or 100
For Violin Lessons .....	80
For Organ Lessons .....	90

The use of Piano for one hour's practice each school day during the session is included in the charge for Piano and Voice Lessons. Use of Piano for more than one hour daily is charged at the rate of \$10 per hour for the session.

The use of Organ for one hour's practice each school day during the session is included in the charge for Organ. Use of Organ for more than one hour daily is charged at the rate of \$20 per hour for the session.

Where the pupil takes more than one branch of music, there is a reduction of \$10 for each branch after the first.

### FEES IN THE ART DEPARTMENT

First Year Work (Drawing, etc.).....	\$40
Second and Third Year Work.....	60
Painting in Oil or Water Color, etc.	
Tuition in History of Art.....	10
Work in special classes at special rates.	

## FEES IN THE BUSINESS DEPARTMENT

Full Tuition ..... \$60

This includes any or all of the business branches, with English and Arithmetic. No reduction is made for a partial course except as follows:

Typewriting alone .....	\$25
Bookkeeping alone .....	25

These fees include the use of typewriter for practice.

## FEES IN THE EXPRESSION DEPARTMENT

Private Lessons ..... \$60

Two half-hour lessons each week.

Class Lessons (in small classes) ..... \$25

No charge is made to Expression pupils for the work in Dramatics done in connection with the regular lessons.

## FEES IN THE HOME ECONOMICS DEPARTMENT

Tuition in Home Economics A (Cooking, etc.) ..... \$30

The Laboratory Fee to cover the cost of supplies is additional and will be about \$5.00 for the year.

Tuition in Home Economics B (Sewing, etc.) ..... 20

Materials furnished and charged at cost on the Incidental Account.

## OCCASIONAL FEES

*Laboratory Fee.* — A fee of from \$3 to \$5 is charged students using the Science Laboratory.

This fee is to cover cost of material and varies with the course.

*Graduating Fee.* — A fee of \$5 is charged each student receiving a Diploma in any department; and a fee of \$2 is charged each student receiving a Certificate.

## INCIDENTAL CHARGES

These are not properly school charges, but are simply charges for materials or money which the School furnishes to the student as a convenience to the parent.

A statement of the Incidental Account is sent quarterly.

Parents will make an Incidental Deposit to cover the cost of materials bought by the School and furnished the students, and are requested also to provide pocket money. As these charges will vary with need, no definite statement can be made, but ordinarily \$50 for the year will be sufficient in addition to the allowance of pocket money.

Books and Stationery, Sheet Music and Art Materials, Gymnasium Shoes, Drug Bills, and Laboratory Fees are charged to the Incidental account.

It is advisable that the pocket money should be furnished only through the School, and it is urged that the amount should not much exceed one dollar a week. Too much spending money is pernicious. It is against the tradition and standard of St. Mary's School.

## EXPLANATORY STATEMENT OF GENERAL CHARGES

The general charges given in concise form on page 89 may be further explained as follows:

*Academic Tuition.* — The charge is the same for a full course or a partial course.

*Laundry.* — The regular charge for the year covers an average of \$1.75 worth of laundry each week, or \$56 worth for the year, at regular laundry prices. Additional pieces are

charged extra at half rates. Laundry lists with prices will be sent on request. Pupils are expected to limit the number of fancy pieces.

*Medical Fee.*—This fee, which is included in the regular charge, entitles boarding students to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without further charge. Cases of major surgery, however, and special treatment of eyes, ears, etc., and dental services are not included, and the expense of these, when necessary, must be borne by the parent or guardian. It is understood that any patron may, if so inclined, pay a special fee to the School Physician, in cases of extraordinary or long continued sickness. All special prescriptions are charged extra.

The following statement with regard to the School Physician was adopted at the May, 1914, meeting of the Executive Committee:

“The health of the School is under the charge of the School Physician, and all boarding students are under his care, but with the previous consent of the Rector and the School Physician some other reputable physician may be called in to meet the School Physician in consultation.”

# SCHOLARSHIPS IN ST. MARY'S

In order to receive the benefit of any scholarship paying more than \$50 a year the scholarship holder is expected to fulfill the following conditions:

1. She must by examination enter at least as high as the Freshman class of the "College" without conditions.
2. She must take at least fifteen points of college work each year.
3. She must take a regular course in the "College" leading to graduation.
4. She must each year do such work and conduct herself in such a way as to receive the recommendation of the Rector for continuation or reappointment as a holder of the scholarship.
5. Scholarship girls must file regular application papers; must pay the Application Fee by August 1st; and must pay promptly when due such proportion of cash as is required over and above the amount the scholarship provides.

These rules have been in effect for a number of years.

The regularly established scholarships in St. Mary's are as follows:

## COMPETITIVE SCHOLARSHIPS

1. The *David R. Murchison Scholarship*, endowed 1903 (\$300). (For the Diocese of East Carolina.)
2. The *Smedes Memorial (Alumnæ) Scholarship*, endowed 1904 (\$270).

These scholarships, when vacant, are filled by competitive examination of qualified applicants. They will next be vacant for the session of 1920-21.

## NON-COMPETITIVE SCHOLARSHIPS

- (A) *Clergy Scholarships*. For daughters of the clergy. Not limited in number. Allotted by the Rector of St. Mary's. To these scholarships only Conditions 4 and 5 above apply. The value of each of these scholarships is \$100 for resident students.



- (B) 1. *Raleigh City Schools Scholarships*. (\$75 each.) One filled each year. The holder nominated by the Superintendent.
2. *Mary Ruffin Smith Scholarship* of the Diocese of North Carolina. (\$50). The holder nominated by the Bishop of the Diocese.
3. *Mary Cain Scholarship*. The holder designated by the Rector with preference to the descendants of the said Mary Cain. (\$50.)
- (C) 1. *Mary Ruffin Smith Scholarships* of the Diocese of North Carolina. (Two, \$250 each.) The holders nominated by the Bishop of the Diocese.
2. *Mary E. Chapeau Scholarship* of the Diocese of North Carolina. (\$250.) The holder nominated by the Bishop of the Diocese. Primarily for daughters of the clergy.
3. *Mary E. Chapeau Scholarship* of the Diocese of East Carolina. (\$250.) The holder nominated by the Bishop of East Carolina. Primarily for daughters of the clergy.
4. The *Madame Clement Memorial Scholarship*. (\$250.) The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.
5. The *Eliza Battle Pittman Scholarships*. (Two \$250 each.) The holders residents of Edgecombe County, North Carolina. Nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.
6. The *Martin Scholarship*. (\$180.) The holder appointed by the President of the Board of Trustees, acting for the Board.

7. The *South Carolina Scholarships*. . Provided by funds contributed by the Diocese of South Carolina. The holders residents of South Carolina. The appointments made and amount of scholarships allotted by the Bishop of South Carolina.

Note.—From the David R. Murchison Scholarship, the Martin Scholarship, the South Carolina Scholarships, and the Mary Cain Scholarship the School receives annually the cash amount credited to the holder of the scholarship. There is no cash return to the School in the case of the other scholarships.

# THE ALUMNAE OF ST. MARY'S

## OFFICERS OF THE ST. MARY'S ALUMNAE ASSOCIATION FOR 1920-21

Mrs. Thomas Walter Bickett, *President*. . . . *Raleigh, N. C.*  
Mrs. Nannie B. Ashe, *Vice-President*. . . . . *Raleigh, N. C.*  
Miss Kate McKimmon, *Secretary*. *St. Mary's, Raleigh, N. C.*  
Mrs. Loula T. Busbee, *Asst. Secretary*. . . . *Raleigh, N. C.*  
Mrs. Ernest Cruikshank, *Treasurer*. *St. Mary's, Raleigh, N. C.*

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### ALUMNAE COUNCIL

Mrs. Ashby L. Baker, *Raleigh, N. C.*. . . . .until 1920  
Miss Gertrude Royster, *Raleigh, N. C.*. . . . .until 1920  
Mrs. J. S. Holmes, *Chapel Hill, N. C.*. . . . .until 1921  
Mrs. Walter Montgomery, *Raleigh, N. C.*. . . . .until 1921  
Mrs. J. J. Bernard, *Raleigh, N. C.*. . . . .until 1922  
Miss Florence W. Slater, *New York City*. . . . .until 1922  
and the officers, *ex officio*.

The Alumnae Association of St. Mary's, which was first established in 1880 and meets annually at Commencement, has done effective work in aiding the progress of the School.

In addition to constant assistance rendered St. Mary's by the individual members, the Association has completed three special works of importance.

(1) The *Foundation of the Smedes Memorial Scholarship* in St. Mary's, in memory of the founder and first Rector of St. Mary's, his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell Fund* and the *Kate McKimmon Fund* in St. Mary's the third work of the Association was undertaken at the 1907 Commencement and the sum reached \$5,000 in 1916.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semi-annual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upwards of 150 active members of the Raleigh Alumnæ Chapter, and there are active Chapters in New York and Baltimore, as well as in many places nearer home.

# REGISTER OF STUDENTS

1920-1921 19-20

(The \* indicates non-resident students.)

## SENIOR CLASS

Anderson, Lucy L.....N. C.	*Miller, Pauline .....N. C.
Batts, Katharine .....N. C.	Moffitt, Mary .....N. C.
Blanton, Millicent .....N. C.	Rawlings, Margaret .....N. C.
Boyd, Catherine .....N. C.	Ruffin, Jane .....N. C.
Cheek, Alice .....N. C.	Sherrod, Pattie .....N. C.
Cooper, Nina .....N. C.	Smith, Adelaide .....N. C.
Davis, Sara L.....S. C.	Stone, Audrey .....N. C.
Duncan, Annie V. ....N. C.	Sublett, Eleanor .....Va.
Glass, Rainsford .....Fla.	Thomas, Eugenia .....Ga.
Higgs, Annie .....N. C.	Toy, Jane .....N. C.
Hoke, Mary McB.....N. C.	*Womble, Ruth .....N. C.
Lay, Anna R. ....N. C.	Yellott, Mary .....Md.
Miller, Catherine .....N. C.	

## JUNIOR CLASS

Bonner, Elizabeth .....N. J.	Hart, Nancy .....N. C.
Branson, Elizabeth .....N. C.	Kirtland, Dorothy .....Fla.
Collier, Susan .....N. C.	Nolan, Elizabeth .....Ga.
Douthat, Fielding .....Va.	Waddell, Katherine .....N. C.

## SOPHOMORE CLASS

*Barber, Harriet .....N. C.	Kent, Florida .....S. C.
Blount, Leonora .....N. C.	Lasater, Mary L. ....N. C.
*Bowen, Eunice .....N. C.	Long, Hennie .....N. C.
Brown, Bessie .....N. C.	*Merritt, Mabel .....N. C.
Buice, Louise .....N. C.	Moore, Caroline .....N. C.
Carrigan, Elizabeth .....S. C.	Moore, Maurine .....N. C.
Cole, Rebecca .....Ga.	MacMillan, Jane .....N. C.
*Deaton, May .....N. C.	Nelson, Elizabeth .....S. C.
Gareissen, Marietta .....N. C.	Newman, Mattie Lou .....Va.
Hale, Elizabeth .....N. C.	Pegues, Suzanne .....S. C.
Higgs, Frances .....Ga.	Pou, Margaret .....N. C.
Huske, Margaret .....N. C.	Powell, Louise .....N. C.
Hughes, Alice .....N. C.	Rose, Josephine .....N. C.
*Hill, Pattie G. ....N. C.	Tiplady, Eleanor .....Va.
*Hill, Randolph .....N. C.	Turrentine, Hilda .....N. C.
Jordan, Virginia .....Fla.	Venable, Frances .....N. C.

FRESHMAN CLASS

*Adams, Margaret	N. C.	*Lawrence, Elizabeth	N. C.
Andrews, Ruth	N. C.	Lenoir, Hallie	N. C.
Ashworth, Julia	N. C.	Lewis, Ellen	N. C.
Avent, Estelle	N. C.	*Lumsden, Elsie	N. C.
Ballard, Elise	N. C.	Leak, Mary	N. C.
Ballou, Betsie	N. C.	*Morgan, Mary Strange	N. C.
Baum, Dorothy	Md.	Mountcastle, Frances	N. C.
Beckwith, Evelina	N. C.	McCabe, Margaret	N. C.
Blakely, Madge	S. C.	Nixon, Dorothy	N. C.
Budge, Helen	Fla.	Nixon, Marjorie	N. C.
Cannon, Corrie	S. C.	Norfleet, Mabel	N. C.
Chesson, Eva	N. C.	Palmer, Phoebe	N. C.
*Cross, Elizabeth	N. C.	Powell, Lenore	N. C.
*Dargan, Caroline	N. C.	*Raney, Margaret	N. C.
Darst, Elizabeth	Va.	Roberts, Elizabeth	N. C.
Dougherty, Muriel	Col.	Simmons, Lena	N. C.
Drew, Dorothy	Fla.	Smart, Pearl	N. C.
Drew, Vannie	Fla.	Smythe, Lorraine	Tex.
Egleston, Louise	S. C.	Speed, Ellen	N. C.
Elliott, Margaret	N. C.	Stearn, Elizabeth	N. C.
Everett, Mary Louise	N. C.	Swett, Doris	N. C.
Forbes, Josephine	N. C.	Taber, Katherine	Ala.
*Franklin, Mary Page	N. C.	Taylor, Idie Kerr	N. C.
Gales, Jean	N. Y.	Taylor, Susie	N. C.
Glass, Eva Lee	Fla.	Thacker, Evelyn	N. C.
Harrison, Virginia	N. C.	Thomas, Elizabeth	S. C.
Hart, Emily	N. C.	Thompson, Minette	N. C.
Hines, Elizabeth	N. C.	Travis, Mary Ellen	N. C.
Hines, Rebecca	N. C.	Tucker, Elizabeth	N. C.
Hutchinson, Sue	S. C.	Villepigue, Emma	S. C.
Hutson, Edith	Fla.	Watts, Nannie	Va.
Johnson, Thelma	N. C.	*Williams, Frances	N. C.
Johnson, Virginia	N. C.	Williams, Helen	N. C.
Lamb, Matilda	N. C.	Willard, Marjorie	N. C.
Lambeth, Caroleen	N. C.	Wimberly, Mary Bryan	N. C.
Landis, Hamlin	N. C.	Yarborough, Mary Wiatt	N. C.

PREPARATORY DEPARTMENT

Aiken, Florence	Ga.	*Boylston, Adelaide	N. C.
Ambler, Mary	S. C.	Brock, Lois	N. C.
Atkinson, Eleanor	N. C.	Browne, Alice	N. C.
*Baker, Elizabeth	N. C.	Carr, Martina	N. C.
Barton, Fannie	S. C.	Cary, Jessie	Ga.
Battle, Ethel	N. C.	Cave, Carroll	N. C.
Bell, Lois	Va.	*Chamberlain, Melissa	N. C.
Best, Martha	N. C.	Cooper, Daisy	N. C.
Bethea, Hazel	N. C.	Coppage, Edna	Md.
Blount, Dorothy	Md.	Darst, Marguerite	Va.
*Bonner, Blanche	N. C.	Davidson, Anne	Va.



Davis, Mary Stuart .....	N. C.	Morton, Alice .....	N. C.
Davis, Vance .....	Md.	*McCarty, Jean .....	N. C.
Dixon, Josephine .....	N. C.	Newberry, Harriet .....	N. C.
Dodd, Dorothy .....	Ga.	Nottingham, Lucia .....	Va.
Dunnock, Lois .....	Md.	Parker, Beatrice .....	N. C.
Eagles, Margaret .....	N. C.	*Pendleton, Sylbert .....	N. C.
Eagles, Rebecca .....	N. C.	Powell, Mary .....	N. C.
Eberman, Bettie .....	N. C.	Rhea, Virginia .....	N. C.
Eccles, Hope .....	Va.	*Robbins, RoeElla .....	N. C.
Edmundson, Margaret ....	N. C.	Roberson, Callie Mae.....	N. C.
Edwards, Annie Lee .....	N. C.	Roberson, Helen .....	N. C.
Edwards, Dicie .....	N. C.	*Russ, Julia .....	N. C.
*Fetter, Mary .....	N. C.	Sabiston, Elizabeth .....	N. C.
Fitts, Loulie .....	N. C.	Sabiston, Sarah .....	N. C.
*Flint, Elizabeth .....	N. C.	Scott, Virginia .....	N. C.
Franklin, Grace .....	N. C.	Silversteen, Miriam .....	N. C.
*Green, Frances .....	N. C.	Spence, Claire .....	N. C.
Gresham, Martha .....	N. C.	Springs, Margaret .....	S. C.
Hagan, Dorothy .....	Ga.	Stevens, Bessie .....	N. Y.
*Hamilton, Margaret .....	N. C.	*Storr, Virginia .....	N. C.
Hammett, Margaret .....	S. C.	Swan, Lucy .....	N. Y.
Hannah, Eloise .....	N. C.	Tarrant, Florence .....	Ala.
Hardy, Lucille .....	N. C.	*Thomas, Anna Ball .....	N. C.
Heath, Ella Crawford.....	S. C.	Turner, Jane .....	N. C.
Hoyt, Marjorie .....	N. C.	Waddell, Winifred .....	N. C.
James, Christine .....	N. C.	Walker, Alice .....	N. C.
*Jones, Isabel .....	N. C.	*Walters, Macon .....	N. C.
Kaminer, Blanche .....	S. C.	*Way, Evelyn .....	N. C.
Kirby-Smith, Carolina ....	Mex.	*Webb, Frances .....	N. C.
Kirtland, Anne .....	Fla.	Webb, Helen .....	N. C.
Lee, Mary .....	Va.	Weymouth, Virginia .....	Va.
Lupfer, Lucy .....	Fla.	*Whitaker, Marie .....	N. C.
*Manning, Annie Louise....	N. C.	*White, Rea .....	N. C.
Miller, Edith .....	N. C.	Wood, Dorcas .....	N. C.
Miller, Frances .....	N. C.	Wood, Ruth .....	N. C.
Mitchell, Janie Love.....	N. C.		

## BUSINESS CLASS

Barbour, Grace .....	N. C.	Higgs, Frances .....	Ga.
Blaum, Ernestine .....	S. C.	*Horton, Elizabeth .....	N. C.
Burt, Elizabeth .....	N. C.	Hughes, Evelyn .....	N. C.
Collier, Eunice .....	Ga.	Huske, Addie .....	N. C.
Cooley, Mildred .....	N. C.	Irvin, Sara .....	N. C.
Dawson, Mildred .....	N. C.	*Johnson, Charlotte .....	N. C.
Flora, Virginia .....	N. C.	Jordan, Elizabeth .....	Va.
Graham, Annie Leo ....	N. C.	Josey, Mary .....	N. C.
Grimsley, Irene .....	N. C.	Keith, Jessie .....	N. C.
Hale, Elizabeth .....	N. C.	Lilly, Hester .....	N. C.
Halstead, Elizabeth .....	Va.	McAulay, Iva .....	N. C.
*Harris, Ruth .....	N. C.	McCabe, Mary .....	N. C.
Herrick, Virginia .....	N. C.	*McKethan, Edith .....	N. C.

\*McKethan, Irene .....N. C.  
 Smythe, Lorraine .....Tex.  
 Tayloe, Athalia .....N. C.  
 Thorne, Crichton .....N. C.

Underwood, Laura .....N. C.  
 Walton, Lola .....N. C.  
 Whedbee, Frances .....N. C.

# SPECIAL STUDENTS

(ALL NON-RESIDENT)

Albright, Phyllis .....Piano  
 Allen, Pearl .....Piano  
 Andrews, Augusta .....Violin  
 Andrews, Martha .....Violin  
 Bowen, Isabel .....Piano  
 Duncan, Marian Voice, Home Ec  
 Johnson, Frank .....Piano  
 Jones, Carmen.....Art, Piano  
 Kellogg, Mrs. J. W.....Voice

Lawrence, Anne .....Violin  
 Maynard, Cary, Jr.....Violin  
 Murchison, Helen .....Piano  
 Pate, Esther .....Voice  
 Stancell, Mrs. W. W.....Voice  
 Standt, Janie .....Violin  
 Williamson, Gladys .....Voice  
 Williams, Howard .....Voice  
 Yates, Elizabeth .....Piano

Total Enrollment, 282; Resident Students, 214; Non-resident Students, 68.

## FORM OF BEQUEST

"I give, devise and bequeath to the Trustees of St. Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given),..... in trust that it shall be used for the benefit of said school, in the discretion of said Trustees, for building, improvement, equipment, or otherwise"

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said school in such manner and for such purposes as to the Trustees may seem best."





# Saint Mary's School

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Raleigh, North Carolina

Bulletin  
Alumnae Number  
December, 1921





December, 1921

Series 10, No. 1

# SAINT MARY'S SCHOOL

## BULLETIN

RALEIGH, NORTH CAROLINA

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ALUMNAE NUMBER

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RALEIGH, NORTH CAROLINA

Entered July 3, 1905, at Raleigh, N. C., as Second-class Matter  
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# Saint Mary's School Bulletin

Alumnae Number

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December, 1921

Series 10, No. 1

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**Prayers Used at the School on Founders' Day and on Other Occasions  
Changed Only to Permit Their Use by the Alumnae  
in Their Several Meetings**

O God, Holy Ghost, Sanctifier of the faithful, visit, we pray Thee, Saint Mary's School, its Alumnae and members, with Thy love and favor; enlighten our minds more and more with the light of the everlasting Gospel; graft in our hearts a love of the truth; increase in us true religion; nourish us with all goodness; and of Thy great mercy keep us in the same, O blessed Spirit, whom, with the Father and the Son together, we worship and glorify as one God, world without end. *Amen.*

Almighty God, the fountain of all wisdom, who hast taught us, in Thy Holy Word, that to know Thee, the only true God, and Jesus Christ, whom Thou hast sent, is everlasting life; we humbly beseech Thee to receive our prayers and supplications which we now offer unto Thee for our schools and colleges throughout this land. Grant that they who teach and govern in them may perceive and know what things they ought to do, and may also have grace and strength to fulfill the same; and to those who are taught and trained, give Thy gracious help, that they may acquire such knowledge as may fit them for the stations in life to which they may be called, and above all things, may receive instructions of heavenly wisdom and know the things that belong unto their peace. Grant this, O Heavenly Father, for Jesus Christ's sake, our Lord. *Amen.*

## **The Policy of Saint Mary's School**

WARREN W. WAY

My first word shall be one of grateful acknowledgment for the chance to stress certain leading ideas in what seems to me a desirable policy for the future of Saint Mary's School.

Saint Mary's is a Junior College. In our case junior college means a high school of four years and two years of collegiate character.

My own conviction is that our best wisdom is to adhere to this scheme; certainly for the present, and especially with regard to our two years of college work. The junior college has a place. It needs neither apology nor defense. The advantages of the junior college are manifest enough upon a mere setting them out in words. Two main considerations appeal with great force to many parents and students. The junior college of the best type offers a plan of education possible to many who because of limited finances cannot send their daughters to a standard four year college. To the junior college they turn on the principle that half a loaf is better than none. Again of those parents and students too that could afford both time and money for the sober pursuit of learning through four years of college life there are some, and they are not few, who feel unwilling to do so, but are willing to put in two years of sustained endeavor to improve upon the education given in a good high school. It is said that a little knowledge is a dangerous thing. Perhaps they feel that too much knowledge is also a dangerous thing or a weariness to the flesh. To these also the junior college offers the desired opportunity.

Another weighty reason in the minds of many parents keenly concerned for their daughters' welfare is that in the junior college a more home-like atmosphere is found and a greater protection thrown around a young student. They feel that it is better for the girl still in her teens to gain two years of study, of discipline, of responsibility, and two years of added age before passing out into the wide freedom of college life. Because of these considerations and perhaps others, singly or in combination, the junior college seems to have come to stay, and not only to stay, but to flourish.

If the foregoing argument is sound it would seem wise to seek for the finest possible development for Saint Mary's School as a junior college. We think indeed that we may feel a pardonable pride in the present condition, character and reputation of the school, the chief share of which is due to the labors and influence of men and women who have passed to their eternal rest, or passed from the present scene. And yet the sense of gratitude for the past and a measure of pride in the present need not and must not debar us from dreams, ambitions, and plans for a yet brighter future. Forward or backward; there is no escape from that choice—backward or forward.

In sum, then, we may formulate a rational and ideal policy, as I see it, in these terms. We should try to keep and improve our buildings in the line of physical comfort and convenience. We should enlarge our library both in space and in books. We should develop our scientific equipment. We should provide a special building for this purpose furnished with apparatus for the proper study of Physics, Chemistry and Biology. To our present excellent staff of teachers we should add several more quite competent to teach freshmen and sophomores in a college for women of the very first rank, and do it with some degree of indisputable distinction. Will our friends help to put these plans into effect?

Finally, we should all strive to keep undimmed the lustre of that treasure of Saint Mary's School, the spirit of its founders, the very soul of the place subtle indeed and undefinable, but not the less real, fragrant and splendid. It would seem precarious to try to exceed that, yet the very condition of keeping faith with such an inheritance as ours is the steadfast resolve to struggle not onward only, but upward too.

This is my message to our alumnae, always Saint Mary's girls, scattered it may be far and wide, but their hearts always with the old school in the grove on the hill. Saint Mary's hesitates not to claim as her own the ideal expressed in that noble motto: "For Christ and the Church."

NOVEMBER 12, 1921.



## A Tribute to the Smedes Rectors

BY THE OLDEST INHABITANT OF SAINT MARY'S

In compliance with a request from those in charge of the ALUMNÆ BULLETIN, I have taken pleasure in writing, in gratitude to them, of the two men who have had, I may say, the shaping of my life.

My earliest recollections of Dr. Aldert Smedes date back to my childhood, when he was a frequent guest at my father's house, and when I came often to Saint Mary's to visit the Smedes children.

Coming later, in 1861, to Saint Mary's as a pupil, I had as pupil, and later as teacher, the privilege of his guidance and influence, until his death in 1877, which ended a faithful rectorship of thirty-six years.

As I have no words to express fully my love and admiration for Dr. Smedes, I quote from a "tribute" from one who knew him longer than I did. Says the writer: "Dr. Aldert Smedes was born on the 20th of April, 1810, in the city of New York. Dr. Smedes's preparation for his life work was at the General Theological Seminary in New York. Shortly after his ordination to the ministry, Dr. Smedes was called to Saint George's Church, Schenectady, N. Y. The severity of the climate of Schenectady forced Dr. Smedes to leave his first parish, and before he was again located, he met in New York City, in the spring of 1842, Bishop Ives, the second bishop of North Carolina. Tradition has it that Bishop Ives said to Dr. Smedes: 'I am anxious to open a Diocesan School for girls in Raleigh, but have not found a rector.'—that Dr. Smedes answered: 'Bishop, I am your man!'"

The strong faith which, throughout his whole life was so evident to those who knew him best, and a zeal for good which his whole career at Saint Mary's evinced, must have guided him to this step, for in two months' time he was in Raleigh, and on May 12, 1842, Saint Mary's was opened, with the blessing of God upon it, and through the untiring zeal and energy of its rector, it passed through the fiery trials of the war Between the States (its doors never closing), to carry on its work.

In the management of his school Dr. Smedes was kind, wise, generous, just, acknowledging merit, pitying weakness, and demanding faithfulness in the teachers and pupils.

He knew and loved the Scriptures, and so earnest was he in his efforts to teach his girls "the things which make for peace," and to show them the duties and responsibilities of Christian women, that many girls left Saint Mary's imbued with the spirit and zeal which make missionaries.

He loved his work, his girls, his Saint Mary's, and anxious thoughts for her future sometimes darkened his latter days, for he had not succeeded in his efforts to acquire the property. He did not know with what devoted love his son and successors would carry on his work, nor that a grateful Diocese would finally make the work its own.

Only those who were with the Rev. Bennett Smedes, at the time of the death of his father, can know with what devoted love he took up the work of carrying on the school which he considered a sacred trust. Well do I remember his words to the school one morning, shortly after Dr. Aldert Smedes's death, when in the chapel with broken voice, he said: "I rely upon *you* to hold up my hands."

Among the many loving tributes written, I quote from one by one of his lady principals, herself a Saint Mary's girl:

"In our fun and in our work, however, the real influence of the school, an influence which inspired the devoted love of the students and which left its indelible impress on our lives, was the personality of the rector, and of the teachers who were his loyal and ready helpers. Real motive power is not always discernible at close range, but looking back to those days now, with the clearer view of mature years, we know that the centralizing force was the unswerving nobility of Dr. Bennett Smedes's ideal of and for women, his entire merging of self in the purpose of his work and his unsurpassed reverence for spiritual things."

Gladly would I share with all "Saint Mary's Girls" the privilege of my long acquaintance with these two devoted men. God grant that our dear Saint Mary's may ever be blessed by the influence of their life-work.

### “Saint Mary's School”

“We cannot permit this flourishing female institution to commence its seventh session (some one has scratched out ‘seventh’ and inserted ‘twenty-fifth’) without at least saying, what we most sincerely believe, that its superior cannot be found in the United States. This is strong language, but will be endorsed by all, we think, who have any personal knowledge of the manner in which the institution is conducted. It is not necessary, we know, to say a word in its favor with a view to invoke public patronage, for that has been extended to a degree of liberality that leaves nothing to be desired. But it is proper that Mr. Smedes, the Rector, should know that his indefatigable efforts to advance the cause of Female Education are duly appreciated and honored throughout the State.

“The faculty of communicating knowledge to youth, in the more effectual manner of exciting the powers of their minds, so that they may always be ready and eager for its reception—the ability to create in the pupils a strong interest in studies, let them have in themselves an intrinsic interest or not—and above all, the power of commanding and regulating a large school, so as to preserve order and discipline without scolding or violence, is a peculiar and extraordinary talent, or as some would express it, a gift that falls to the share of few men. These qualifications, so rare and so valuable, are possessed by Mr. Smedes in a most remarkable degree, and is, we are sure, one of the main elements of that success which has marked the progress of Saint Mary's.

“We might say much, with truth, of the Rector's uniformly amiable and cheerful temper, of his kindness and liberality of feeling, urbanity of manners, untiring industry, and of that piety and purity which characterizes his every action; and we would do so were it possible to screen this notice from his eye.”—*Raleigh Register*, November 13, 1846.

The above account of Saint Mary's and its founder was sent to Mr. Way by his friend Mr. Burton Alva Konkle, who is at present here in Raleigh doing some work in historical research.

## My First Impression of Saint Mary's

HELEN POWELL

It is a very fascinating experience to visit for the first time some place about which one has conjured up delightful images. Such was my experience when, one September evening, I saw the lights of Saint Mary's glimmering through the dark. I felt at once drawn toward the friendly warmth which they seemed to suggest, and, as time went on, I realized that my first impression contained the keynote of all those which followed, for it is in this venerable old school that one finds the light and warmth of real friendship.

As I came up the winding driveway, the lofty Greek columns of the main building reflecting the brilliant light within, seemed symbolic of the aspirations of the school. Excited voices of girls were heard chattering and calling to each other, as they ran to and fro. I was not disappointed in my pictures of them, either, for as I registered in the office I was met with warmest friendliness and interest.

I found my lovely room-mates in the dignified old parlor, where were hung many fine oil paintings of the bishops, as well as old-fashioned landscapes. Everywhere were girls and yet more girls, and among them all I noticed the same spirit of cordiality.

I was conducted to my room by several "old girls." We reached it by going through the large, desk-filled schoolroom and down a lofty corridor. My room was very large and had two windows through which I could see the new moon and the evening star. In the morning I noticed that one window looked out upon a picturesque little gray chapel with stained-glass windows, and that the other contained a vista of the beautiful oak-shaded campus with a square, gray stone building overgrown with ivy, near the chapel. I found later that this building was called West Rock, and that my room was in the west wing of the main building with the Greek columns, which had impressed me the night before.

My first day at Saint Mary's left me with a very vivid impression of a well-organized school. It seemed as if at every pause in the steady progress of that school morning, another bell was rung and

we could not stop at all, but had to rush off to some other class. In the afternoon, however, there was more time for really seeing what our new home was like.

By daylight the grove was even more beautiful than it had appeared in the soft moonlight of the night before. Girls grouped themselves upon the many benches placed in the shade of the trees, ancient oaks which looked as if they had stood there for centuries, they were so tall and majestic. Little squirrels leaped from limb to limb, and scampered over the ground, and birds were singing gaily in the leafy branches. As I sat down to rest under one of the shady oaks I saw before me the stately Main Building, its red brick walls covered with clampering vines, and the rose gardens on either side of the lofty portico. West Rock and its twin, East Rock, faced each other upon left and right, almost smothered by the ivy and rose vines which clung to their gray walls.

Farther away on the right I could see the Auditorium like a well-built theater, and I realized what a fine thing it was to have such a splendid building for entertainments and student activities. As I gazed, a sense of age, of ideals and traditions long established seemed to pervade the atmosphere, and the charm of the place was borne in upon me like an influence for good.

I had often heard that at Saint Mary's tradition held undisputed sway. I had been told about the revered customs of the school, and I saw clearly now what they had created, the real Saint Mary's girl—sweet, idealistic, kind, obliging and courteous. From that first day I felt as if we were all in the same large and happy family, for here there were few of the petty little disturbances to be found in many of the smaller schools where clique spirit prevails.

At last our first day, filled with quickly-formed friendships, lessons, and the novel experience of school routine, came to an end. It was twilight, and we went to the little chapel for the evening service.

As I heard the voice of the minister in prayer, and the music of many voices singing, the peace of that hour seemed to close around me, bringing with it rest, and I realized that it was the end of a happy day in a wonderful school which was now to be my school always. I had at last found my ideal, and I could wish for nothing more.



## Opportunities for Service in Mill Districts

ELLA TEW LINDSAY

The subject you have assigned to me presents a rash field of possibilities, and I wish indeed that I had the pen of a ready writer. However, I will do my best to show some of the opportunities that an earnest worker will find ready to her hand and heart in the mill districts.

Our mill people are just like other people, minus some opportunities that others more fortunate have had. Some of them dress well, have attractive homes, and their children look like city folk, even, in the case of the girls, to puffed and bobbed hair and faces whitened and painted. Our least attractive class of help come to us fresh from the mountains. They have further to travel on the road to progress, but the material is good, and all alike need help of some sort.

I think if I could choose only one helper for a mill town it would be a Christian trained nurse. Her opportunities for service touch almost all the needs of humanity. The mill people can manage so long as the family remains well, but when sickness comes their need is great.

A trained nurse can give the patient attention and supervision, show the family how to prepare food for the sick, keep her and the house clean, and give words of comfort and instruction that may change the entire atmosphere of the home.

The next choice of a helper in the mill town would be a worker to direct the activities of the young folks. If you wish to develop people, catch them while they are young.

These young people have plenty of life and "pep," and they need some wise, yet lively and sympathetic leader to help them have a good time in the right way. They enjoy hikes on Saturdays and holidays, wiener roasts, Hallowe'en parties, box suppers, little plays gotten up among themselves, in short all the things other normal young folks enjoy. But, being in the mill, they have not the time to



plan these things, nor in many instances, the training to carry out the more difficult ones alone. Here is where one opportunity for service comes to those seeking to help the mill people.

A deeply interested teacher who loves the children and her work among them, can, with simply the money she gets, be a tremendous force for good in a mill town. The mill children as a rule love their teacher, and are more easily controlled than the children of the city schools. Going to school is an event of great interest and importance in their lives.

In most mill schools the teachers interest themselves in providing good reading matter for the children, copies of fine pictures to hang on the school room walls, and if a piano is needed, they spare neither time nor trouble to raise the money with which to purchase it.

The children learn politeness in the schools, and the teachers try to inculcate high ideals in these little ones who sometimes come from homes where enough to eat, enough to wear, and a place to sleep constitute the *summum bonum* of life. They also visit the mothers of the children and in many instances get them to come to the school building to listen to experts who lecture on the feeding of infants, dangers of unscreened houses, care of the teeth and other vital subjects.

Teaching night schools for illiterates is a form of service that ranks high in the mill villages. Some are too ignorant even to realize how much they need teaching, but it is touching to see with what eagerness others avail themselves of the opportunity. I recall one fellow, twenty-two years old, who comes patiently twice a week for three or four months to an equally patient teacher. She told me that she had never had quite such an experience, for the boy was not only phenomenally dull himself, but had upon him the weight of generations of illiterate ancestors and his progress was slow beyond belief. At the end of the fifth month, I think it was, he could sign his name and read haltingly in the First Reader. But the change in the boy himself was wonderful. He joined a Sunday school class composed of the nicest boys in the village, wore good clothes and escorted the élite among the girls to parties, in short was a changed man, in externals at any rate. So much for an education!

Any one who can do plain cooking and sewing easily and well and teach others to do them would find her talents most available among the mill girls, or, perhaps I should say, among the girls from ten to fourteen who have not begun to work in the mill. Many of the mill people are good cooks and clever seamstresses, but others know nothing about either, and the children are eager to learn, particularly when, after a cooking lesson, they are taught to arrange a table neatly and attractively and allowed to sit down and eat the results of their labors.

To me, who have had no special training along the lines of service that I have mentioned, but whose lot has been cast in a mill district, let me suggest that as a teacher in a Sunday school in the village she can do a great work. As a rule these schools are poorly supplied with teachers. Of educated teachers there is almost a total lack, and there is no limit to the good that a consecrated teacher can do. Here is an influence that goes down through generations.

And lastly, let me suggest as a means of service to the mill people, just friendly visiting with no suggestions of patronage which they naturally and rightly resent. Talk to them about all the little interests that are theirs—their gardens, their chickens, their cows, their children. Their outlook perhaps is narrow, but you will learn from them many a lesson of neighborly kindness, of unselfishness, of patient endurance of ills under which you would faint and fall. No training is needed for this last, only a fact which comes to you when you really love God, and your neighbor as yourself.

I have written not as a sociologist, or even as a trained worker, but as one who has lived many years among the mill workers and is proud to number them among her friends.

In the years to come may not a few of St. Mary's daughters seeking opportunities of service, listen to the call from the mill districts and help to render brighter and fuller the lives of these fine people!

## My Trip to Europe

DEAR ALUMNAE:—

I feel inspired to write to you all, and tell you about my trip last summer to Europe. It was my sixth trip, but the first one since the war.

I found conditions very much changed in many ways, especially the prices. They were doubled everywhere, and more than doubled on the steamer. I went to chaperon Ella Rogers, of Florence, S. C., one of the old "Babes," and we really put in three wonderful months.

We took the new Cunard Steamer, the *Albania*, going over. We met a mixed crowd of people—not so many tourists as just people going home to visit, with almost forty noisy children. We had two delightful English nurses in our state room, with whom we chummed. The passage was smooth, and the sunsets unusually beautiful. The usual games were played, games never heard of except on shipboard, and the trip ended with a concert and dance—a very pleasant voyage. We landed at Liverpool and went direct to London, where my spirits got gayer and gayer. We did all the usual sight-seeing, besides having some social fun with the "Jeudwines" and the "Muirheads" (Mary Clench). We also met the two English nurses, and had "tea" at Strand Corner, and we patronized the Chop Houses, too, enjoying in addition to chops, the large, luscious English strawberries.

Our big thrill in London was seeing Albert and Elizabeth of Belgium, who were paying a visit to George and Mary. It was a grand sight, and I want to tell you all right now, that Queen Mary had a new hat, not the usual one perched up high with a feather, but a most becoming toque.

We were traveling in England and Scotland during the coal strike, so the trains were filled to overflowing and you never were quite certain whether you would reach your destination or not. However, we saw Cambridge, the university town, and Ely, Peterboro, and Lincoln cathedrals. I have seen a great many cathedrals in England, but I think Lincoln is the most beautiful and satisfactory, perfect in every detail, including the "Imp."

Scotland was very attractive, and the visit to Abbotsford, delightful. We came back to London by way of the so-called English Lake District, where Wordsworth, Coleridge and Southey had their homes, and poetic inspirations. We motored all through the most beautiful country, lake and mountains combined. As scenery it can't be beat. One feels that nothing could be more beautiful than Old England.

We then crossed the Channel, and went direct to Paris in one day. We stayed there ten days, and it was very hot. We saw all the sights, besides several extra art exhibits and Versailles. We went to Bordeaux, and on our way met two charming Belgian ladies of the Belgian nobility, with whom we hob-nobbed, and with whom we made our visit to the "Shrine of Lourdes."

Of course, every one knows the legend of how the Virgin appeared in this grotto, to little Bernadette, a shepherdess, and told her to scratch the rock and water would flow, and whoever drank and bathed in this water, would, by faith and prayer be cured of his bodily ailments. She appeared three times to Bernadette, and told her to build a church above the grotto—this in due time was done—so there are two churches, one above the other, the great white basilica reaching high toward Heaven. The grotto is full of crutches, trusses, etc., and many miracles are performed there. To me, it was one of the most thrilling and impressive sights I have ever seen, or imagined. The cripples and ill, brought there on rolling chairs and litters, the priest and nuns and praying people, the whole atmosphere filled with prayer. I went to the grotto often, and I will never forget the Vesper Service which they have every night all the year round, out of doors, in front of the grotto and "Our Lady of Lourdes." The priest in the pulpit, the devout people, the hearty responses and singing, and at the end of the service, every one going out with a lighted taper—all silent, all filled with the wonder of it all, and the hope that their prayers for succor will be answered. A most wonderful experience. I did not see a miracle performed while I was there, but heard of two soon after I left, which were testified to as being cures by ten physicians.

From Lourdes I was tempted to go to another grotto, not a shrine, in the Pyrenees Mountains. We walked over it for two hours, seeing

all the curious stalagmite and stalactite formations, and going up and down slimy, slippery, muddy steps. I thought my day had surely come, and I was terribly crippled, but it was interesting in a high degree. We happened to stop over after leaving Lourdes at Dax, a hot water resort. Pure luck for me. I had hot baths in stone sarcophagi and drank hot water (I loathe hot water) and in two days I was cured and ready to journey on to Spain. The trip through the Pyrenees mountains and valleys was most beautiful, by night with full moon, and up as late as 2 a. m., at each village, everybody from the grandmothers to infants in arms were at the station. In Spain and Italy it is the custom to take long siestas during the hot part of the day and to be up and doing in the night season. We got to Burgos, a real Spanish town, with a glorious cathedral. One day, Ella and I were paying our debts to each other in "pesetas" and trying to reckon its value in our money in the cathedral, in a dim corner, when suddenly an old woman spied us, stamped her foot at us and shook her fist and, pointing to the money, threatened the "Padre"—we flew around several corners and were not gotten by the "Padre"—and we suddenly realized our unintentional wickedness of "money changing in the temple." An interesting old town, full of history, cradle of Henry IV of Navarre, we saw a box belonging to the Cid, but he is buried somewhere else. In Madrid, a beautiful modern town, the most interesting place was the Museo Prada; here we saw works of the greatest Spanish artists, Velasquez, Murillo, Goya, Cana—a wonderful collection, and the other schools of art were very well represented also. Saragoza, the next town, had two cathedrals, an old Gothic and a new Renaissance. An affable priest in the new cathedral showed us around, and told me of all the languages he spoke—ending up with English and American English—which, he assured us, were very different indeed.

From there we went to Barcelona—and here, after doing the town, I had my third thrill. A bull fight—a horrible, debasing, brutal spectacle, but most interesting! We borrowed one of the little hotel hall boys for an escort and went off gaily, and we saw five bulls and fourteen horses killed. We were only due four bulls and twelve horses, but in the fourth round, the toreador was "stupido" and could not "feenish heem," the bull, as an old Spaniard next to me said, so there



was a loud demand for "otro Torros." The disapproval of his stupidity was most loud and vociferous. Every one shouted and hissed in some way or some language. The old Spaniard yelled "Mucha bad," I shouted "Mauvaise"; the little hall boy, "Malo, Malo"; so we had to see another bull and two more horses killed. Well, I learned a lot about toreadors, matadors, picadors and banderillas, etc., and I *know* it is poor sport and something that an Englishman or American would not stand for, but I like to see the sports of other countries, so I do not regret having gone to it.

We took in Nice and Monte Carlo, then on to Genoa and all the principal Italian cities and back to Venice, Milan and Lucerne, in my most loved place of all, Switzerland, the most gloriously beautiful country of all. We were at a lovely hotel right on the lake, and we took some mountain trips with an oil king and his wife from California—lovely people whose money didn't annoy them or us at all. I saw the chapel of my ancestor, William Tell (I adopted him long ago when a girl was bragging about being descended from Pocahontas; she asked me "From whom are you descended?" I said, promptly, "From William Tell, we are Swiss.") Stopped at Neuchatel, my mother's home town, then went through the devastated portion of France. This was the only sad part of my trip, and even this sadness was lightened by the fact of seeing how bravely the French people have overcome difficulties, and for miles and miles the land had been leveled and wheat planted, and small truck gardens were flourishing. The wire entanglements and camouflaged trains, engines and motor trucks, etc., were all scrapped and out of the way as far as possible. The trees were pitiful looking, standing up naked and dead, the villages, were some of them just heaps of stone, others American shacks tacked on to the remaining walls; but Rheims, the town, beggars description. It is low, hardly any building left, just American shacks; and the ruins of the cathedral make one want to cry. The square towers are in pretty good shape, but the inside is ruined completely. It would be a gigantic task to rebuild it, but I think the French have some hopes of doing that some day, for they have brought all the original statues to Paris. They are in the Trocodera Museum.



We left Rheims for Calais, crossed the channel, went to London and thence to Liverpool, where we took the new and elegant boat, the "Scythia," of the Cunard Line, for New York. While in Liverpool we saw the Walker Art Gallery, a very fine collection of works by the Pre-Raphaelites—Burne-Jones, Rossetti, etc. They also have an excellent museum.

Well, we certainly felt that we had done all that could be expected of us in the way of art galleries, up-to-date art exhibitions, cathedrals, palaces, etc., and we were quite ready to rest. The "Scythia" was fine—a new boat on her first trip. The voyage, splendid; our fare, six meals a day, perfect; the people pleasant, the library full of new books, and everything calculated to make life on the ocean wave all that it is cracked up to be. The trip was, on the whole, as perfect as it could be, and the minor inconveniences, such as lack of water, especially ice water, and the train service not being up to pre-war management, etc., are all forgotten, while the memories of the good times, and the extreme courtesy and politeness of the different peoples make it all very well worth while doing. My French, peculiar as it is, was useful everywhere, and I had no difficulty in getting what I wanted. I have now visited in my different trips twelve countries, and at one time was able to say, in as many languages, the train instructions, "Please do not put your head out of the window," and "Please do not spit on the floor." So you see I have a certain amount of versatility in the languages.

Next year I hope to go to see the Passion Play. I saw it in 1910—and I wish all of you would come and go along—I'll promise you a good time and we will see everything from the Tarantella to the Highland Fling.

Very sincerely yours,

CLARA FENNER.

## SKETCHES AND POEMS

I got down on my knees and scrambled furiously under the bureau. Not there! Heavens! I wondered where on earth it could be. I had searched frantically for almost five minutes in every nook and corner of the room, only to find everything else in the world but it. The bell rang. I dashed wildly out of the room and down the stairs. Suddenly, an inspiration struck me, possibly I had left it in my desk. I hurried into the Study Hall. I put my hand into the desk almost holding my breath, fearing it would not be there. My hand encountered something made of cloth. I sank back, exhausted, but relieved. It was my chapel cap.

MARY LOUISE COLLIER.

Bang! There go the opening chords of Mendelssohn's "Wedding March." But don't think for an instant that we're having a wedding. Oh, no, it's only the nightly serenades in the practice rooms that are beginning. From one room there issues the strains of the "Spring Song." You can imagine how well this harmonizes with the minor scales one young lady is so industriously ripping off. Don't jump! that last crash was only some one getting full value out of Chopin's "Polonaise Militaire." There go some more scales accompanying a rather lusty voice which is telling any one who cares to listen that her love is like a red, red rose. But the one thing that is predominating over the whole bedlam is that very classical piece, "Strut, Miss Lizzie."

SARAH M. HARRELL.

Patiently the little chapel waited under the shadow of the old oak trees. Why, it wondered, didn't some one come and open wide its doors, letting in the wonderful sunshine and the throng of happy voiced girls? Had they not come every morning year in and year out, to fill it with sweet clear voices lifted in song, and then hushed in prayer and worship?

Then, while it waited so patiently, the sound of voices drifted across the campus. And the little chapel sighed, feeling deserted and forlorn.

But wait, what was it they were singing? Faintly it caught the words:

“Well, we love the little chapel  
Ever hold it dear.”

And the heart of the little chapel was happy.

LOUISE HAIRSTON.

### The Chapel at Night

MARY WITHERS

Little chapel, at night, from my window  
I can see you standing there,  
With the hovering stars above you,  
Shining like jewels thru' the air.  
While the black shadows cast by the oak trees,  
Shift and stir with a gentle sigh,  
While the wind whispers softly around you  
As it wanders caressingly by.

What does the wind whisper, wee chapel,  
All through the quiet night?  
Does it sigh for the girls long departed  
Far, far beyond our sight?  
Those girls—now grown up to women,  
But ne'er from thy influence fled—  
Fair daughters of dear old Saint Mary's—  
True-blue where'er life has led.

Throughout our fair land Life has called them  
And of many we know not their fate,  
Yet the lessons they learned at Saint Mary's  
Give them strength to labor—or wait.  
For like friendships begun 'neath their shadow,  
Which enrich and brighten their ways,  
So those lessons of love, truth and wisdom  
Will follow, as guide, all their days.

### The Cathedral Singer

A hush fell over the church as the pure voice of the singer floated forth, “The Lord is My Shepherd: therefore can I lack nothing.” A chance ray of sunlight fell on the boy's face as he sang, making his profile look that of an angel. A new wealth of beauty flooded the ancient psalm. “But Thy loving kindness and mercy shall follow

me all the days of my life." Higher and higher soared the voice until the last phrase "I will dwell in the House of the Lord forever" melted into the mistiness surrounding the pillars by that vast cathedral.

DORIS SWETT.

#### Sunset on the River

The sun, a flaming ball of fire, hung low upon the horizon, casting its path, its glory, across the river a molten mass of crimson ; shimmering, sparkling, ever changing. Outside the realm of light the flowing water was shrouded in the blue grey of the evening twilight.

Boats, resting at anchor became mere vague outlines. Silently out from the indistinguishable moved one lone sailboat, crossed the path of glory and again melted into the unfathomable.

DORIS SWETT.

#### The Sundial

The sundial in our garden  
Stands out there in the light.  
Always when the skies are blue  
And the sun is shining bright,  
It tells the hours one by one,  
And tells them all just right.

But once when it was rainy  
With skies all leaden grey,  
I couldn't tell the time  
For the sundial didn't say,  
Because the naughty raindrops  
Had washed the time away.

ELIZABETH LAWRENCE.

#### Beaufort Sketches

I stopped and gazed, fascinated, at the house of my dreams. I had been taking a walk on one of the back streets of a little seaside town near my home. It was a tiny little house of one story, with little dormer windows in the red attic roof. Snow-white it gleamed against the green elms. A narrow porch ran almost all around it, ending at a little side door at the right. Boxes filled with red geraniums and dripping green vines were on the railing. A green hedge with its

glossy leaves just inside the white fence completed the picture of my perfect house. I sighed and turned away, it belonged to some one else.

"M-u-u-llits, m-u-u-llits, hawg-fish, trout, spots and *flounders!* Fresh feesh this mawnin' an' every mawnin'." A block away I heard the cry and jumped from my bed to see. The crier must be crazy John Bunyan, of whom I had heard so much. Nearer came the cry, "Flounders, flounders, just caught las' night." I looked out quickly. A tall, shambling figure was passing with a wheelbarrow of fish. He was the personification of Ichabod Crane in form. His feet were bare and his faded blue shirt and overalls ragged. On his head pulled far over his deep-set eyes was a tattered felt hat. He pushed his wheelbarrow with all the force of his body, almost in rhythm. I watched him until he was fairly out of sight, but I could still hear him calling in his resonant tones, "M-u-u-llits, m-u-u-llits, hawg-fish, trout, spots and *flounders!*"

"Excuse me, honey, for stopping you, but I wants you to ask your poppa something for me. Yes, I wants you to ask him whether there's anything in the Bible about snuff or terbacco being sinful to use. This revivalist person says it's a sin to dip snuff. Now, if there's anything between the lids of the Bible about its being a sin I'm a-willing to stop it. I know it's a filthy habit, but I can't help it. You see, when I was only eight my poppa made me dip. Yes, my teeth pained me and he went and brought me some little cedar twigs and he pounded them with a hammer to make them soft and he bought me a box of snuff and he made me dip it. He was very much afraid my teeth would all decay. It's a filthy habit and I knows it, but I'm an old woman and I gets a heap of comfort out of it. Well, you run along and ask your poppa, he's a minister and he ought to know. I'll sure be much obliged. But jest push me that there spittoon, honey, 'fore you leave."

LUCY LAY.

# Saint Mary's School Bulletin

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A bulletin published quarterly in December, February, April and June, at Saint Mary's School, Raleigh, N. C., in the interest of the students and Alumnae. Address all communications to

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SAINT MARY'S SCHOOL,

Correspondence from friends solicited.

RALEIGH, N. C.

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ALUMNAE NUMBER, 1921-1922

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## EDITORIAL

To those of the Alumnae of Saint Mary's who have gone out from the School within the last twenty years, the editors of this bulletin feel that they owe an apology. The old girls will recall with pride and pleasure the work and the ideals of the Saint Mary's girls who, while here, gave of their time, and energy, and devotion to the activities of the Muse Club, and, after leaving, to the publication of the Alumnae numbers of the "Muse." They will recall very particularly that the work and accomplishments of the club and of the editors of the "Muse," was due directly to the unfailing inspiration, aid, and hard work of their friend and most patient adviser, Mr. Cruikshank. Under his leadership the club grew in numbers and in influence. Having now to do without this leadership and inspiration, the Muse Club disorganized itself and is no longer an active body at Saint Mary's, yet it lives in the hearts of many of those both here and away, who have been numbered among its members.

The editors feel of this bulletin, that it is rather a pitiful failure if considered as a substitute which can fully take the place of the "Muse." It cannot do that, and makes no pretense of doing so. It is rather issued in the hope that it will do something to reassure all



the Alumnae of Saint Mary's that though one of their dearest friends is gone, there are many who love the school and who wish to keep in touch with its activities and with its students of the past and present—and future.

The plan for the "Saint Mary's School Bulletin" is, at present, that four numbers shall be published in the course of the school year, the "Alumnae Number," a "Catalogue Number," a "Students' Number" and a "Commencement Number." It is planned also that the Alumnae Register shall be arranged and printed for distribution in order to give the Alumnae opportunity to point out the changes that need to be made, the mistakes, and the omissions.

Our thanks and appreciation are due to many of the Alumnae who have made this number of the Bulletin possible by furnishing news and articles, to many of the girls here at the school, and to Miss Turner, our new academic head, without whose aid and suggestions the inexperienced editors would never have been so bold as to undertake their own particular part of the work.

For the many mistakes which, we fear, will be found we crave pardon and leniency. Correction of all errors and mistakes in news items will be welcomed by the editors.

### **Wednesday Morning**

It may be assumed that our Alumnae and friends are aware in general of the recent improvements and changes. One change has been introduced this year which will be of interest to all former students. Every Wednesday morning the entire school, day scholars included, march into the Auditorium instead of going to the Chapel. We march and sing. With the help of the piano and our good musical leaders we all sing, or if you make much of accuracy we all try. There is a brief period for devotions, there are notices, of course, some of them mildly horrific, but the music is the main attraction. School songs and patriotic songs predominate. Some day it may be "Juanita" or "My Old Kentucky Home"; "Carolina," of course. There are growing hopes that after a while we shall learn to sing "The Star Spangled Banner."

November 15, 1921.

W. W. W.

## SCHOOL NEWS

On Tuesday night, November 2, Founders' Day, we celebrated in the parlor, the program being in the care of the two literary societies, the Sigma Lambda and E. A. P. The presidents, Josephine Rose and Evelina Beckwith, presided. Mr. Stone gave a very interesting talk on the early days at Saint Mary's. The subject touches us every one with peculiar interest, because the lives of the founders are a constant source of inspiration. The second number on the program was Kipling's "Recessional," sung by a chorus. The charming quaintness of an old-fashioned Saint Mary's was carried on throughout the program. Little costumed ladies representing different periods stepped out, seemingly from long ages ago, and read extracts from their own special diaries. 1850 was represented by Addie Huske, 1870 by Elise Ballard, and finally, and more amusing than the rest because of its near modernness, 1910, by Muriel Dougherty. Annette Lawrence sang "When Miss Kate Was a Teeny Little Girl," every word of which was clear and sweet. Miss Katie herself, as was very fitting, closed the meeting by telling us about the chapel as it once was. The meeting was then adjourned.

The first event of our Literary Society year was the joint reception by the Sigma Lambdas and E. A. P.'s to the new members in the parlor Saturday night, September 24, 1921.

Since then five regular meetings have been held in the parlor and study hall, in which various business was enacted and a delightful program followed. On Founders' Day we held a combined society meeting which was presided over by both Sigma Lambda and E. A. P. presidents. Mr. Stone's delightful talk and the rest of the program all had their bearing on Founders' Day and Saint Mary's of long ago and to-day.

The E. A. P. Society has been organized and has begun its work with great spirit and "pep." Miss Cooke, our adviser, has been of very great help and the new members add new life to the society. So far

the regular meetings have been very successful. The first one, as usual, had for its subject Edgar Allan Poe. The next was mainly a drill in parliamentary law and the last was the first preliminary debate. The inter-chapter meetings, especially that on Founders' Day, have been unusually successful, and the E. A. P.'s hope for good results throughout the year.

The College Club of Saint Mary's held its first meeting for the year of 1921-22 on October 17th. A program was outlined for the coming year. As the purpose of the College Club is to further interest in higher education and to bring its members into close contact with the social, scholastic and religious side of college life, graduates of different colleges have been asked to talk to us. It has been planned that there shall be a social element to the meetings this year.

The Sketch Club has had only one meeting, for the election of officers. It has been making great progress, however, in the art room and a few weeks ago the members participated in a very enjoyable picnic, taking along their palettes and brushes for sketching.

The Granddaughters Club has met and organized. This club consists of the girls whose mothers or grandmothers have attended Saint Mary's School. The officers elected were Marjorie Willard, president, Addie Huske, vice president, and Dorothy Nixon, secretary and treasurer. The members of this club are Mabel Hawkins, Virginia Williamson, Pauline Taylor, Marjorie Nixon, Dorothy Nixon, Charlotte Rodman, Lucy Kimball, Daisy Cooper, Addie Huske, Frances Green, Elizabeth Hickerson, Susan Divine, Mary E. Yarborough, Adelaide Boylston, Macon Walters, Laura Marshall, Elizabeth Rose, Mary Thorpe Smith and Marjorie Willard.

#### **The Mu Athletic Association**

The first meeting of the Mu Athletic Association was held to elect officers, especially a basketball manager in the place of Mary McCoy who, much to our regret, did not return. Van Wilkins was elected, leaving her former position, that of volley ball manager, vacant.

After the usual try-outs the new members were chosen, and the old girls were glad to welcome some splendid new members. They all showed a fine lot of spirit, new and old. The girls who went out for basketball showed the old-time Mu spirit by coming out, thirty-five strong, for a practice before breakfast. The Mus are just full of pep this year and show their enthusiasm by their presence and cheering at the games. Quite unexpectedly the Mus were victorious at the bloomer party, for they had only one member of their first team against almost all of the Sigma first team.

Mary Louise Collier and Josephine Gould, the Mu cheer leaders, led the rest in the new song and yells which the Mus have this year. The Mus won the first team game and lost the third on the 12th of November. A second team failure on the 19th did not at all dampen the spirit, and the Mus are right there with the backing for the teams, and with pep and vim to gain the Blue Banner of 1922.

#### **The Sigma Athletic Association**

The Sigmas began what promises to be one of the most successful years in the history of the association with the "Bloomer Party" in the gym Saturday evening, October 10th. During the following two weeks the teams were chosen with the captains as follows: Minette Thompson, first team; Dorothy Nixon, second team; and Mary Powell, third team. The first double header game was played in the gym November 12th. The score of the first team game was 20-18 in favor of the Mu team, and the third team game was 22-12 in favor of the Sigma team. The second team game was held on Saturday evening, November 19th, resulting in a score of 21-14 in favor of the Sigma team. There has been a large and enthusiastic attendance at all practices, and the spirit that works and wins has been so plainly shown by all members of the association, both old and new, that we are looking forward to being able, at the end of the year, to hang another "bright red banner on the wall."

**The Hallowe'en Party, October 31, 1921**

The Masque Ball in the gym this year showed more ingenuity and originality in the costumes than ever before. The grand march, played by Miss Sutton, and led by Misses Mary Louise Collier and Isabel Lowry, a black and white Pierot and Pierette, was a gala scene of color and variety.

The Senior stunt was one of the features of the evening. The curtain was drawn back on the charming scene of a last year's Saint Mary's graduate fast asleep in a large chair. While she slept, she dreamt—memories came flocking back, ghosts of former happenings in a happy school year, spats, a birthday cake, a Victrola record, a beautiful Easter corsage, then, lastly, a girl going home pulling behind her a diploma, the smallest of the senior class. The costumes were appropriate and the verses were witty.

Next the lights went out—there was a hush of expectation over all the gym. A red light glowed in the middle of the floor; save for that, all was a Stygian blackness. Suddenly something white came in, then another and another. The seniors had turned into ghosts! To the doleful tune of a dirge began a ghostly weird dance. One by one the ghosts went into the middle and threw into the burning caldron the thing they disliked the most. Then Miss Isabel Lowry gave a beautiful little ballet dance.

The Devil's Cave was one of the most popular resorts of the evening. There, under the guidance of a wicked red devil, one was led through all the terrors of hell—and, oh! the unspeakably horrible things they did to one!

The charmingly decorated booths, the haystacks, the pumpkins and the hideous witch leaning over her black caldron drawing out the fates and fortunes of all who came to seek her, did much to give the scene the picturesque and fascinating air it had.

Much of the success of the party we owe to the "Prep Jazz Band," that conglomeration of melody called music, which is heaven in our ears.

MURIEL DOUGHERTY.



On Saturday night, September 24th, the annual reception of the two literary societies, Sigma Lambda and Epsilon Alpha Pi, was held in the parlor. The old and the new members were met at the door by the Rector who was first in the receiving line, composed of the faculty and the higher officers of both societies.

After short talks, made by the presidents, the Sigma Lambda and "E. A. P." songs were sung, followed by "Alma Mater."

During the evening delicious fruit punch and cakes were served, and enjoyed by all.

H. B. W.

### **The Bloomer Party**

Shrieks and screams, yells and songs—"Mu team's going to shine tonight." and "When the good old Sigmas fall in line"—all intermingled in one grand exhibition of pep, not to be forgotten. The old gym rang merrily from corner to corner. The new girls were learning what it was, in some cases, to be Sigmas, and in others, what it was to be Mus. One thing can certainly be said of them, they entered into the spirit of the thing and made the Bloomer Party a huge success.

The game between the old Sigma and Mu teams was thrilling from beginning to end. Every goal was greeted with deafening cheers. A hard fight was put up by both teams, and the first half ended with a score of 9 to 8 in favor of the Mu team. This close score increased the excitement even more, and the deafening shrieks and yells continued. "Who's gonna win, win?" rang throughout the gym. In a second the deafening shrieks were silenced by the blow of the whistle. The victory had been won by the Mus, with a score of 16-14.

Every one feels that, with such a beginning, athletics will be more enthusiastic this year than ever before.

### **The Three Class Parties**

The Seniors gave a delightful Mother Goose party to the Sophomores on Saturday evening, October 29, in the parlor. Each Sophomore came dressed as a Mother Goose character and, after the guests had arrived, Mother Goose (Miss M. L. Everett), and The Old Woman Who Lived in the Shoe (Miss Mary Harding), followed by



her children (all the other Seniors), came from the door of a large shoe. After Mother Goose had welcomed her guests a few of them were asked to afford some entertainment, and parts were assigned to them.

The most notable form of entertainment was a comedy given by the "Fiddlers Three, Freckles, and Little Miss Muffet." After a contest dance refreshments of lemonade, animal crackers and "lollypops" were enjoyed by all. To each "lollypop" given to the Sophomores was attached a tiny celluloid goose.

Music and dancing furnished ample entertainment until the lights flashed. Then Mother Goose and her characters were forced to disappear—probably to jump back to their respective places in the book.

The same evening the Freshmen enjoyed a birthday party given by the Juniors in the lobby, which was most attractively decorated. From a large basket covered with orange crepe paper, fixed so as to imitate a birthday cake, ribbons were hung. The guests pulled the ribbons for prizes, which were peanuts. Then lollypops were served, and music, recitations and dancing were indulged in throughout the evening.

At the same time the "Preps" were entertaining themselves with a "Tacky" Party in the gymnasium, which was effectively decorated as a barn. The music for dancing was given by the "Jazz Band" which consisted of some of the musical members of the "Prep" class. Ice cream cones and peanuts were generously served for refreshments. Each person, before leaving, was presented with a small gift accompanied by a suitable verse.

After the band had succeeded in making its own party a glorious success, it favored the two other parties with a few selections which, needless to say, added much to the enjoyment of all.

#### Visitors

Saint Mary's was honored on the night of October 24 by an informal talk from Bishop Thomas B. Gailor, of Memphis, Tennessee. His subject, "Education," was naturally a very appropriate and interesting one. His short visit was greatly enjoyed.

Mr. Harding Hughes took the services at Saint Mary's on October 30. His sermon was interesting and instructive. His keen insight into the nature of girls made us feel very uncomfortable at times.

Mr. Burton A. Konkle gave an entertaining "after-dinner-talk" (by his own definition) in Study Hall Thursday evening, November 10. We were properly awed by the thought that what we heard was soon to be published.

The Sunday afternoon service, November 14, was taken by Archdeacon Frederick B. Drane, successor to the late Archdeacon Stuck, from the Yukon region. Mr. Drane seems near to us because of his three sisters who attended school here. There are many surprising things to be learned about that far-off land, Alaska, and one that we were particularly glad to hear was the account of the work carried on by women, as nurses and as teachers. Our prayers go with Mr. Drane as he returns to continue the wonderfully self-sacrificing mission in which he himself seems more than happy.

Mr. John Boushall, chairman of the Red Cross in Raleigh, spoke in Assembly Monday morning, November 15. The service that Mr. Boushall rendered is invaluable, because it is to him we owe a better knowledge of the work of that great organization, the American Red Cross, and to him that spirit aroused in us which makes us so sure that Saint Mary's will pledge another one hundred per cent membership in 1921, as she has in years before.

November 20, Mr. Simkins, of Charleston, S. C., paid a visit to Saint Mary's, which holds special interest for him because of its being his wife's Alma Mater. Miss Katie remembers very well Sally Raven Lewis Simkins.

The girls at Saint Mary's are always glad to welcome "old girls" when they come to visit, even if it is only for a few minutes or a few hours.

Among our visitors this year have been: Louise Buice, Hannah Lilly, Elizabeth Carrigan, Eunice Collier, Carol Cave, Sallie Bett Quinerly, Mary Louise Langley, Alice Walker, Hester Lilly, Elizabeth Nolan, Alice Cheek, Loulie Fitts, Annie Higgs, Elizabeth Grantham, Athalia Taylor, Lilian Joyner, Nancy Hart.

Marie Curtis spent a few hours here on her way to South America where she is to be a missionary.

Mary Louise Langley came to see us just at the right time to help "root" at the first Sigma and Mu basketball game of the season.

Occasionally the "Chapel Hill girls" come over for a week-end in Raleigh. Annie Duncan was a bridesmaid at Pauline Miller's wedding. Elizabeth Lay generally comes on business. The others who have been to see us are: Jane Toy, Frances Venable, Catherine Boyd, Mary Yellott, Aline Hughes, Ellen Lay and Nina Cooper.

## FACULTY NOTES

Beginning Sunday, the 9th of October, the centenary of Christ Church, Raleigh, was celebrated. Great honor is due Mr. W. H. Jones, the organist and choirmaster, for the beautiful music of the occasion, which was concluded on Tuesday night with the cantata, Whitney Coombs's "Ancient of Days," with solo work by Miss Anne Weeks, whose lovely voice was a great addition.

Mr. W. H. Jones and Miss Florence Davis, teacher of expression, so well known in her successful work at Saint Mary's, are coaching plays for the Raleigh Community Players, which will be put on the last of November.

The Dramatic Club, under the supervision of Miss Davis, will give "Daddy Long Legs" for its Christmas play.

Misses Weeks and Southwick appeared at the Woman's Club Friday, October 28th, Miss Weeks singing a group of Indian songs and Miss Southwick accompanying.

The new members of the faculty for the 1921-22 session are: Mr. A. W. Tucker, business manager; Miss Bertha Morgan, lady principal; Miss Sara Clarke Turner, academic head; Miss Susan Reavis Cooke, English; Miss Natalie Ballou, French; Miss Nancy L. Moorefield, Mathematics; Miss Marguerite Kretschmer, Latin; Miss Flora Mathison, Domestic Science, Domestic Art; Miss Anne W. Weeks, Voice.

A faculty recital was given November 7th in Saint Mary's auditorium by Miss Anne Weeks, soprano; Miss Sue Kyle Southwick, pianist, and Miss Florence Davis, reader. This was the first recital given by Miss Weeks, who became a member of Saint Mary's music faculty this session, and a most successful debut it was.

Miss Weeks, accompanied by Mr. W. H. Jones, director of music, presented a varied program of songs, which disclosed a voice of fine texture, brilliant and powerful, splendid technical development, and interpretative abilities of rare order. With her charming stage presence and magnetic personality, she won her audience from the first.

Miss Southwick needs no word of introduction to a Raleigh audience; she is an established favorite. She gave her interested hearers great delight by her exquisite touch and tone as well as by a brilliant interpretation of the chosen Chopin pieces.

Well known, too, is Miss Florence Davis, whose reading of "The Florist Shop" was marked by well defined and striking characterization of the persons in the play. Miss Davis's musical voice and expressive gestures are notable parts of her most interesting interpretations.

## In Memoriam

MRS. BETTIE AUSTIN BADGER

On April the 4th, Mrs. Bettie Austin Badger, widow of Major Richard C. Badger, died at the home of her daughter, Mrs. Samuel F. Telfair, in Cameron Park, Raleigh.

Born amid affluent surroundings, her girlhood was spent at "Dalkeith" and "Woodlawn," country seats of her family in Warren and Halifax Counties, in an environment in every way typical of the Old South and its best traditions. Beginning her education under private tutors and entering Saint Mary's School, Raleigh, she remained at that institution under the fatherly oversight of its revered founder, Dr. Aldert Smedes, for a period of five years. Her education was completed in New York at the celebrated school of Miss Haines and Madame de Janon, an institution which enjoyed the patronage of many prominent American families.

Mrs. Badger's deeply religious nature found expression in the manifold agencies and activities of her church. A lifetime member of the Episcopal Church, well instructed in its tenets, and fortified in her last hours by its rites and sacraments, her long life of unselfishness and devotion came peacefully to a close.

Surviving Mrs. Badger is her daughter and only child, Mrs. Samuel F. Telfair; also, two sisters, Mrs. Sally Austin Hamilton, of Baltimore, and Mrs. Minnie Haywood Bagley, of Washington, D. C., and an only brother, Mr. Frank P. Haywood, of Raleigh.



## MRS. HELEN MANLY GRIMES

It is with sincere sorrow that we record the death of Mrs. Helen Manly Grimes which took place on the 3rd of August in her 86th year. At the time of her death Mrs. Grimes was perhaps the oldest alumna of Saint Mary's School. Born in Raleigh on June the 26th, 1835, the daughter of Governor Charles Manly and Charity Haywood Manly, she grew to young womanhood at the old Manly place at the foot of Fayetteville Street, and entered Saint Mary's School in her 15th year, and until the end of her eighty-six years her love for Dr. Aldert Smedes, its founder, was an inspiration that never grew less. Unselfishness, self-control, thoughtfulness, courtesy, and a beautiful Christian faith were the foundation stones upon which her education and her wonderful personality were based. Born and reared amid the affluent circumstances and the high tradition that gave to the world the splendid women of the sixties, she was, in person, soul, and intellect, a most perfect flower of that most gracious time. In 1855 she was married to Mr. John Gray Blount Grimes and spent the years, until he left for service in the Confederate army, at his Swan Quarters and Woodland plantations in Pitt and Hyde Counties. Returning to her father's home in this city for the four years of the war, she spent, with the exception of a few years of later absence, the remainder of her life in Raleigh. Here, from the lovely home she made for her husband and two daughters, Olivia Blount and Sophie Manly Grimes, the circle of her beneficent inspiration widened with the years, for her life touched, revived, and appealed to the better things in places she knew not of, and there were those who loved and looked up to her who had never spoken to her directly—whose hearts she inspired because of her sheer loveliness of soul and her closer vision of Christian charity, which looked ever for good in this life and ever beheld the vision of life eternal.

Strong, sweet, unaffected, exquisitely touching and appealing, from the ways of earth has passed the life of a lovely lady of long ago—a personality that speaks to the soul and dwells in memory with the pure fragrance of an old-fashioned rose.

M. H. H.

## MRS. CHARLOTTE E. GRIMES

Mrs. Charlotte E. Grimes, daughter of Hon. John H. Bryan and Mary Williams Shepard, and widow of the late General Bryan Grimes, was born in Raleigh January 27th, 1840, and died here December 10th, 1920, in the eighty-first year of her age. She was educated at Saint Mary's, under the rectorship of Dr. Aldert Smedes, where she attended school from 1852 to 1857, and at Mrs. Carpenter's School in Philadelphia. At the time of Mrs. Grimes's death, she was one of the oldest living alumnae of Saint Mary's. In her younger days she was a very accomplished musician, and all her life was noted for her poise and for her grave and remarkable beauty. In her young ladyhood she was active in all church, social and community service work. An ardent and uncompromising Confederate, she was untiring and unstinting in her labors and sacrifices for the Lost Cause.

In 1863 she married General Bryan Grimes and spent the hard winters of 1863-4 and 1864-5 in the camps of the Army of Northern Virginia with her husband, ministering to the sufferings of the soldiers.

After the war she lived at Grimesland Plantation. Upon the death of General Grimes in 1880, she consecrated her life to his memory and to the rearing of a large family of children. Mrs. Grimes had a strong mind, fine judgment, much strength of character and a quiet dignity that gave her a controlling influence over her children and upon those with whom she came in close contact.

In her plantation life, she was characterized by a high feeling of responsibility for her dependents that held their love and reverence.

For many years she was president of the Ladies' Memorial Association of Beaufort County, and president and honorary president of the Pamlico Chapter of the Daughters of the Confederacy of Washington, N. C. She was also an honorary president of the N. C. Division of the U. D. C.

She was buried in the family cemetery at Grimesland.

## MRS. GEORGE H. SNOW

Elizabeth McCullouch Boylan, relict of George H. Snow, passed from this life into the higher one, at her home in Raleigh, on the 19th day of August, 1921, in the seventy-third year of her age.

In the death of Mrs. Snow the community has lost a useful and well-beloved citizen, her connections and friends a very dear companion, and her children a most affectionate and considerate mother.

Mrs. Snow was the oldest child of William M. Boylan and Mary Kinsey, his wife. Her grandfather, William Boylan, was one of the early and prominent settlers of Raleigh and a native of the State of New Jersey. She was born the 18th of October, 1848, on the plantation of her father, beyond Crabtree Creek, three miles north of Raleigh, the home of her father and mother at that time. In her early childhood, the Boylan family came to Raleigh to reside in the house which in later years was used as the rectory of the Church of the Good Shepherd. Afterwards the family moved to the handsome home built by Mr. Boylan, beyond the bridge on South Boylan Avenue, just before the breaking out of the War between the States. Mrs. Snow was the oldest of four children, Mary, afterwards Mrs. Joseph Haywood, and two brothers, James and William Boylan.

Mrs. Snow was educated at Saint Mary's School, entering when very young, and while, not one of the "original thirteen," she was a student during the early life of the school. She was always devoted to the memory of Dr. Aldert Smedes, founder of Saint Mary's and a loyal friend and supporter of that school. Her interest and loyalty were recognized in her appointment by the General Alumnae as one of their council, and also as chairman of the Raleigh chapter. She filled both positions with faithfulness and ability.

Mrs. Snow was from early youth a member of Christ Church, Raleigh, and a most regular attendant upon the services of that parish.

Mrs. Snow, "Betsey," as she was affectionately called by her family and close friends, was one of the happiest-hearted persons I ever knew, always wearing a smile, and giving you a pleasant greeting

wherever you met her. She had a happy, contagious laugh which, with other of her youthful characteristics, lasted till the close of her life. Her warm and generous heart, combined with so much sweetness of nature, made her many and lasting friends. She was so youthful in her feelings and pleasures that she was a companion to her children.

Elizabeth McCullouch Boylan was married to George H. Snow, a young lawyer of Raleigh, North Carolina, on the 18th of January, 1871, in Christ Church, Raleigh. Mr. Snow was a very handsome man, possessed of a fine personal appearance and of splendid mental gifts and accomplishments, and in social life was very popular. As young people they formed an attachment, which resulted in an early marriage. Soon afterwards, Mr. Snow became a lawyer of extensive practice at the Raleigh bar. He was a good advocate in jury trials, and presented his cases with force and dignity in his arguments before the Supreme Court. He died in New York while undergoing medical treatment, in 1893.

The early years of the married life of Mr. and Mrs. Snow were spent in the home of her father on Boylan Avenue. Her father then built for her a residence, which she and her husband occupied as their home until their death and the marriages of their children.

There were four children of her marriage: William Boylan, George H., Mary, wife of Charles Baskerville, and Adelaide, Mrs. Boylston. Mrs. Boylston made her home with her mother for several years, and was her daily and devoted companion, brightening with her cheerful spirits and devoted attention, her mother's declining years.

On the day following her attendance at church, late on the afternoon of the 19th of August, her spirit was suddenly called to the Home of the Blessed.

## NEWS OF THE CHAPTERS

### The Edenton Chapter

BY "RUTH NEWBOLD" (MRS. J. M. VAIL)

We are grieved to report the death of Elizabeth Leary Wood, which happened just recently. Elizabeth was much beloved by all, and will be sadly missed. She leaves one child, George Wood, Jr.

"Nellie Rose" (Mrs. Joseph Conger), of Henderson, has a son.

Marion Drane and Pencie Warren are teaching in the graded school here.

"Emma Badham" (Mrs. Henry Gardner) was married in June. Mr. Gardner is connected with the Citizen's Bank here. Emma is teaching again this year.

"Mary Conger" (Mrs. R. Elton Forehand) has a son.

"Elizabeth Gaither" (Mrs. Edward Conger) has moved to Elizabeth City to live.

Eva Rogerson is very active in public welfare work.

"Ruth Newbold" (Mrs. J. M. Vail) expects to serve as Dame of Honor at her brother's wedding, which is to take place during the holidays.

"Annie Wood" (Mrs. W. B. Foreman) has a young son several months old. Annie is visiting at Hayes-Edenton at present.

Katherine and Marion Drane expect to spend the holidays in New York.

### The Henderson Chapter

BY "ELIZABETH CORBITT" (MRS. F. L. TOEPLERMAN)

We have not a very active chapter and our new president is in mourning, so we have not had a fall meeting, but I will try to send you a few facts that might be of some interest to our old friends in other towns. We have about forty members, and with so many of our town girls at Saint Mary's this year, I feel that we shall probably have fifty by next year.



We enjoyed a lovely recital last spring by Miss Davis and Miss Southwick, and hope that we may have another next spring.

"Mary Shuford" (Mrs. R. G. S. Davis), our president, has lost her mother recently. "Mary" has a new son.

"Dolores Holt" was married to a Henderson man, William T. Cheatham, Jr., at Blowing Rock early in October. "Elizabeth Corbitt" (Mrs. F. L. Toepelman) with Elizabeth Corbitt, Jr., went to the wedding. We are happy to have "Dolly" in our midst.

"Fannie Cooper" (Mrs. A. A. Zollicoffer) lost her father last spring.

We had a nice delegation at the Alumnae luncheon last commencement, and they seemed to enjoy it so much. We are all so anxious to help build the new entrance to the "Grove."

### **The Norfolk and Portsmouth Chapter**

JULIA L. McMORRIS

The second meeting of the year of the Norfolk and Portsmouth Chapter of Saint Mary's Alumnae met on November the 1st, with Mrs. J. W. Old in Norfolk. After roll call, to which fifteen members responded, the minutes of the May meeting were read and approved. Mrs. Morrisette, who was a delegate from this chapter, gave a very gratifying report of the annual meeting in Raleigh. The annual election of officers then took place.

With the singing of some of the Saint Mary's songs, the meeting adjourned, after which the members enjoyed the charming hospitality of the hostess.

### **The Raleigh Chapter**

BY MATTIE H. BAILEY

Very little has been done in the past year in the Raleigh Chapter of the Alumnae, but here it is briefly:

In regard to personal news, I know of none, except a poem which was written in China by "Frances Cameron." It is reported that, because of this, she has been made Poet Laureate of China.



In May, 1921, a luncheon for the State Alumnae was given at the Woman's Club, and was engineered by the Raleigh Chapter. Mrs. Thomas Ashe, Mrs. J. J. Bernard and Mrs. Will Vass were the committee, assisted by Miss Mary Hoke and Miss Mattie Bailey. At the luncheon Mrs. Brown ("Derryle Law") of Washington, D. C., told of the pageant to be given in Washington. Miss Emmie McVea, from Sweet Briar; Miss Katie McKimmon and Mrs. Brown were the speakers, also Mr. Cruikshank. There were delegates at the luncheon from the State chapters. The Saint Mary's girls did "stunts."

There have been two meetings, one in the fall and one in the spring. The chief discussions have been concerning a gateway for Saint Mary's. At the last meeting the chairman, Mrs. R. B. Raney, suggested having an afternoon tea to bring together the girls and the faculty of Saint Mary's and the town people. This will be given soon, that we may know each other better.

### **The Scotland Neck Chapter**

BY REBE SHIELDS

The Scotland Neck Chapter of the Saint Mary's Alumnae Association had its Founders' Day meeting on the Saturday following All Saints' Day at the home of Miss Rebe Shields. "The Meaning of Founders' Day," written by "Miss Katie," was read by Miss Laura Clark, and an article on "The Chapel," by one of our late members, Miss Addie E. Smith, was read by Mrs. C. H. Herring. Interesting talks were given by Mrs. J. H. Alexander, Mrs. C. H. Herring and Mrs. Isaac Smith on "When I Was at Saint Mary's." Miss Rebe Hill Shields, the president of the Alumnae Association, outlined the plans for the year, and our chapter promised its loyal support. The following officers were elected: Miss Rebe Hill Shields, president; Miss Bertha Albertson, secretary and Muse secretary; Miss Laura Clark, treasurer. Tea and sandwiches were served by the hostess, assisted by Miss Susie Hill and Mrs. David Bryant.

During the first part of January a meeting of the Scotland Neck Alumnae Chapter was called at the home of Miss Laura Clark. We decided that the Southwick-Spofford concert was to be a certainty,

and outlined plans to advertise and make the same a success from our end of the line. Much enthusiasm was manifested. The hostess served delightful refreshments.

In February Misses Southwick and Spofford gave Scotland Neck a very delightful musical treat. The concert was thoroughly enjoyed and appreciated. Afterwards, Miss Rebe Shields entertained some friends and members of the Alumnae Association at her home in honor of the artists. All enjoyed seeing and knowing them just as much as they did their lovely music.

On April 12th the Alumnae in Scotland Neck met with Miss Rebe Shields. The officers were reelected to serve another year. Miss Ellen Speed entertained us with Saint Mary's songs, accompanied by Miss Janet White and Mrs. David Bryant. Mrs. Isaac Smith, who was at Saint Mary's during the Civil War told us many of her interesting experiences during those trying days. Miss Laura Clark was elected delegate to the Alumnae meeting and luncheon in Raleigh. After enjoying ice cream and cake, the meeting was adjourned.

The Founders' Day meeting of 1921 was held at the home of the president. The crowd of "old Saint Mary's girls" sang several school songs, led by Miss Ellen Speed. Mrs. J. H. Alexander, Sr., gave us a charming synopsis and talk on the pageant which is to be given by the Washington, D. C., chapter next spring. The president urged all members to send news clippings to Miss Sarah Cheshire. A beautiful tribute to Miss Eleanor Smith, one of our loved members who has recently passed away, was read by Miss Lena Smith. After refreshments the meeting was adjourned.

Bertha Albertson is our youngest graduate, and our secretary. "Bertie" is doing stenographic work in a law office and has recently been Louise Toler's maid of honor.

"Mamie Shields" (Mrs. J. H. Alexander, Sr.) is back at her old home. She has lived in Chase City, Va., a number of years, but it is good to have her living in Scotland Neck again. The fact that "Miss Alex" is her daughter makes her of particular interest to Saint Mary's girls.

"Sallie Turner Smith" (Mrs. S. T. Barraud) lost her sister, Miss Eleanor Smith, who has been one of our most loyal members. In August of this year she passed away and her place cannot be filled. We extend to Mrs. Barraud our sympathy.

"Nannie Shields" (Mrs. D. F. Bryant) is the happy mother of two beautiful little girls, Rebecca and Anne Dupree. "The Twins" are two years old, already talk of Saint Mary's and have a bank account begun to take them to Saint Mary's.

Laura Clark was our delegate to the May luncheon in Raleigh. She is our secretary and one of our most enthusiastic members.

"Betty Joyner" (Mrs. John Coughenour) lives in the country and cannot come to the meetings, but she always seems interested in Saint Mary's.

Susie Hill has made her home in Scotland Neck for several years and is now taking a business course.

"Sadie Bell McGwigan" (Mrs. F. D. Hall) has moved to Scotland Neck since her marriage. She has two dear little girls, Sara and Mary Louise.

"Pauline Shields" (Mrs. C. H. Herring) has three boys, Charlie, Will and Robert. Charlie is fifteen and has made quite a name for himself debating.

Jennie Dunn has been sick for over a year. She is in Asheville at the Von Ruck Sanitarium, and seems to be getting better all the time.

Annie Kitchin's history is the most interesting right now, as she will be married in December to Mr. Ed Travis.

"Lily Shields" (Mrs. Gideon Lamb) is one of our most interested and faithful members.

Nannie Lamb is teaching and having a fine time at Nashville, N. C.

Lena Smith spends most of her time doing church work. No one loves Saint Mary's more, and she never misses an opportunity of singing the praises of her Alma Mater.

"Sallie Baker" (Mrs. Sallie Smith) was at Saint Mary's when the "Yankees" camped in the grove, and her experiences there during the war are always interesting.

Nannie Smith lives in Raleigh, and is, of course, a member of the Raleigh Chapter, but we like to claim her, too.

"Louise Josey" (Mrs. N. A. Riddick) has a lovely little girl named "Mary Louise," who is about two years old. It is nice to have the girls get married and not move away from home.

Ellen Speed is doing some business work in Scotland Neck. She always makes our meetings a success by giving us some lovely music. Her voice means so much to the church choir and Sunday school.

Mary Josey is with Mr. Cruikshank in Tennessee. We are proud to have among our number a receiver of the Niles Medal.

"Rebe Smith" (Mrs. R. W. Shields) has most of our meetings at her house and she seems delighted to have us, in fact, delighted to do anything for Saint Mary's.

Rebe Shields is recuperating from the strenuousness of being Alumnae president last year.

Janet White is one of our most talented members, and is continually using her music, her art, and her gift for designing.

## MARRIAGES

Carol Collier and Mr. William Borden Cobb, June 7, 1921. Home in Goldsboro, N. C.

Emma Hudgins Badham and Mr. W. H. Gardner, June 7, 1921. Home in Edenton, N. C.

Lucy London Anderson and Mr. Thomas Myers Wooten, June 9, 1921. Home in Fayetteville, N. C.

Mary Ellen Travis and Mr. Troy McNeil Myatt, October 5, 1921. Home in Smithfield, N. C.

Dolores Stevens Holt and Mr. William Thomas Cheatham, October 5, 1921. Home in Henderson, N. C.

Carrie Louise Toler and Mr. Perrin Wingate Gower, October 5, 1921. Home in Raleigh, N. C.

Deborah Victoria Hitchcock and Mr. Charles Brandebury DeCamp, October 14, 1921. Home 19 West Sixteenth St., New York City.

Caroline Brevard Moore and Mr. Charles Lewis Clark Thomas, October 20, 1921. Home in Charlotte, N. C.

Suzanne Bynum and Mr. Julian Turner, October 20, 1921. Home in Fletcher, N. C.

Pauline Miller and Rev. Arthur Huffman, October 24, 1921. Home in Raleigh, N. C.

Vandelia Elizabeth Drew and Mr. William Oliver Smith, October 26, 1921. Home in Raleigh, N. C.

Louise Buice and Mr. Robert Edwin Dunn, October 26, 1921. Home in Raleigh, N. C.

Sarah Littlejohn Rawlins and Mr. Thomas Harding Jewett, November 3, 1921. Home in Wilson, N. C.

Louise Yates and Mr. John Lewis Payne, November 5, 1921. Home in Charlotte, N. C.

Sarah Hilah Tarwater and Mr. W. Kepel Falkner, November 5, 1921. Home in Warrenton, N. C.

Mary Bonner Williamson and Dr. Graham Harden, November 9, 1921. Home in Greensboro, N. C.

Mary Collet Wilson and Mr. Charles Edmund Kistler, November 16, 1921. Home in Greensboro, N. C.

Elise Poole to Mr. Ashley Horne, June 11, 1921. Home in Clayton, N. C.

Frances Geitner to Mr. Gordon Crowell, June 26, 1921. Home in Lincolnton, N. C.

Mary Belle Small to Major Herbert C. Neblett, U. S. A., June 11, 1921. Home in Washington, N. C.

Anita Farrar Smith to Lieutenant Neaury Leo Webster, November 16, 1921. Home in Savannah, Georgia.



## SAINT MARY'S ALUMNAE ASSOCIATION

### OFFICERS 1921-22

MRS. W. W. ROBARDS.....	<i>President</i>
MISS SUSAN IDEN.....	<i>Vice-President</i>
MISS KATIE MCKIMMON.....	<i>Secretary</i>
MISS LOUISE BUSBEE.....	<i>Assistant Secretary</i>
MRS. W. A. WITHERS.....	<i>Treasurer</i>

### Directory of Organized Chapters of the Saint Mary's Alumnae Association

Asheville, N. C.....	<i>President</i> , MRS. CARRIE CARR MITCHELL
Charlotte, N. C.....	<i>President</i> , MRS. E. A. QUINTARD <i>Treasurer</i> , MRS. MCLEOD PATTON
Chapel Hill, N. C.....	<i>President</i> , MRS. J. S. HOLMES
Edenton, N. C.....	<i>President</i> , MISS PENCIE WARREN
Greenville, N. C.....	<i>President</i> , MISS NOVELLA MOYE
Hillsboro, N. C.....	<i>President</i> , MISS ANNIE CAMERON
Henderson, N. C.....	<i>President</i> , MRS. ROB DAVIS <i>Secretary</i> , MRS. F. L. TOEPLERMAN
New York, N. Y.....	<i>Secretary</i> , MRS. PAUL TAYLOR Lawrence Park, Bronxville, N. Y.
Norfolk, Va.....	<i>President</i> , MRS. WALTER WHICHARD 13 Pelham Place <i>Secretary</i> , MISS JULIA MCMORRIS
Raleigh, N. C.....	<i>President</i> , MRS. W. A. WITHERS <i>Secretary</i> , MISS MATTIE BAILEY
Rocky Mount, N. C.....	<i>President</i> , MRS. PERRIN GOWER
Washington, N. C.....	<i>President</i> , MRS. S. C. BRAGAW
Scotland Neck, N. C.....	<i>President</i> , MISS REBE HILL SHIELDS
Wilson, N. C.....	<i>President</i> , MRS. JOHNSON KING
Elizabeth City, N. C.....	<i>President</i> , MRS. WALTER SMALL
Washington, D. C.....	<i>President</i> , MRS. CAREY BROWN 3633 35th St. N. W.

## DIRECTORY OF SAINT MARY'S SCHOOL STUDENT ACTIVITIES 1921-22

### THE SCHOOL COUNCIL

<i>Chairman</i> .....	MR. WAY
<i>Vice-Chairman</i> .....	MISS MORGAN
<i>Secretary</i> .....	MARY LOUISE EVERETT

### Faculty Members

MR. WAY	MISS MCKIMMON
MISS MORGAN	MISS DAVIS
MISS TURNER	MISS BOTTUM
MR. STONE	

### Student Members

MARY LOUISE EVERETT, '22	EVELYN WAY, '23
HELEN BUDGE, '22	VAN CLEVE WILKINS, '23
JOSEPHINE FORBES, '22	ELISE BALLARD, '24
LOUISE EGGLESTON, '22	LUCY LAY, '24
LUCILE DEMPSEY, '23	LOU HAIRSTON, '25

### Senior Class

<i>President</i> .....	MARY LOUISE EVERETT
<i>Vice-President</i> .....	FRANCES HOSKINS
<i>Secretary</i> .....	HILDA TURRENTINE
<i>Treasurer</i> .....	MARY WIATT YARBOROUGH
<i>Adviser</i> .....	MR. STONE

### Junior Class

<i>President</i> .....	LUCILE DEMPSEY
<i>Vice-President</i> .....	MARJORY WILLARD
<i>Secretary and Treasurer</i> .....	DORIS SWETT
<i>Adviser</i> .....	MISS SUTTON

### Sophomore Class

<i>President</i> .....	ELISE BALLARD
<i>Vice-President</i> .....	LUCY LAY
<i>Secretary and Treasurer</i> .....	LORRAINE SMYTHE
<i>Adviser</i> .....	MISS MORGAN

**Freshman Class**

<i>President</i> .....	JOSEPHINE GOULD
<i>Vice-President</i> .....	MARY POWELL
<i>Secretary and Treasurer</i> .....	MARY HARDIN
<i>Adviser</i> .....	MR. WAY

**Preparatory Class**

<i>President</i> .....	MABEL HAWKINS
<i>Vice-President</i> .....	AMIE CHEATHAM
<i>Secretary and Treasurer</i> .....	EMILY HADLOW
<i>Adviser</i> .....	MISS TURNER

**The Altar Guild**

<i>President</i> .....	SUSAN FITCHETT
<i>Secretary and Treasurer</i> .....	MARY HARDING
<i>Adviser</i> .....	MISS MCKIMMON

**The Annual Muse Staff**

<i>Manager</i> .....	HELEN BUDGE
<i>Editors</i> .....	LENORE POWELL, LOUISE EGLESTON

**Seniors**

JOSEPHINE FORBES  
MURIEL DOUGHERTY  
JULIA ASHWORTH

**Juniors**

DAISY COOPER  
LUCILE DEMPSEY  
ELIZABETH HICKERSON

**The College Club**

<i>President</i> .....	FRANCES HOSKINS
<i>Vice-President</i> .....	LUCY LAY
<i>Secretary and Treasurer</i> .....	CLAIRE SPENCE
<i>Faculty Adviser</i> .....	MISS TURNER

**Permanent Program Committee**

LUCY LAY                      DORIS SWETT                      SUSAN FITCHETT

**The Dramatic Club**

<i>President</i> .....	MARY LOUISE EVERETT
<i>Treasurer</i> .....	LORRAINE SMYTHE
<i>Director</i> .....	MISS DAVIS

### Epsilon Alpha Pi Literary Society

<i>President</i> .....	EVELINA BECKWITH
<i>First Vice-President</i> .....	LENORE POWELL
<i>Second Vice-President</i> .....	JOSEPHINE FORBES
<i>Secretary</i> .....	SOPHIE EGLESTON
<i>Treasurer</i> .....	HELEN WEBB
<i>Faculty Adviser</i> .....	MISS COOKE

### Sigma Lambda Literary Society

<i>President</i> .....	JOSEPHINE ROSE
<i>First Vice-President</i> .....	DOROTHY NIXON
<i>Second Vice-President</i> .....	MARJORY NIXON
<i>Secretary</i> .....	MURIEL DOUGHERTY
<i>Treasurer</i> .....	BEATRICE PARKER
<i>Faculty Adviser</i> .....	MISS ST. JOHN

### Permanent Program Committee

LUCY LAY

JULIA ASHWORTH

MURIEL DOUGHERTY

### Mu Athletic Association

<i>President</i> .....	JULIA ASHWORTH
<i>Manager of Basket-ball</i> .....	VAN CLEVE WILKINS
<i>Manager of Tennis</i> .....	JOSEPHINE FORBES
<i>Secretary and Treasurer</i> .....	EVA LEE GLASS

### Cheer Leaders

MARY LOUISE COLLIER

JOSEPHINE GOULD

### Sigma Athletic Association

<i>President</i> .....	DOROTHY NIXON
<i>Manager of Basket-ball</i> .....	MARY LOUISE EVERETT
<i>Manager of Volley-ball</i> .....	MARY POWELL
<i>Manager of Tennis</i> .....	MARJORY WILLARD
<i>Secretary and Treasurer</i> .....	MARJORY NIXON

### The Sketch Club

<i>President</i> .....	JOSEPHINE ROSE
<i>Vice-President</i> .....	VAN CLEVE WILKINS

*Secretary and Treasurer*.....SOPHIE EGLESTON  
*Critic* .....MISS FENNER

**The Granddaughters' Club**

*President* .....MARJORY WILLARD  
*Vice-President* .....ADDIE HUSKE  
*Secretary and Treasurer*.....DOROTHY NIXON

## SAINT MARY'S SCHOOL—SEVENTY-NINTH COMMENCEMENT

### Commencement Program

SATURDAY, MAY 21,

8:30 p.m.—Annual Recital of the Elocution Department in the Auditorium. Barrie's "The Professor's Love Story."

SUNDAY, MAY 22,

11:00 a.m.—Commencement Sermon in the Chapel by Rt. Rev. Frederick F. Reese, D.D., Bishop of Georgia.

5:00 p.m.—Alumnæ Service in the Chapel.

MONDAY, MAY 23,

11:00 a.m.—Class Day Exercises in the Grove.

4:30 p.m.—Annual Alumnæ Meeting in the Parlor.

5:30 p.m.—Annual Exhibit of the Art Department in the Studio.

8:30 p.m.—Annual Concert in the Auditorium.

9:30 p.m.—Rector's Reception in the Parlor.

TUESDAY, MAY 24,

11:00 a.m.—Graduating Exercises in the Auditorium.

Annual Address by President Harry Woodburn Chase, of the University of North Carolina.

Closing Exercises in the Chapel.

### Graduation Exercises

#### In the Auditorium

Piano Solo: Momenti Jucoso.....*Moszkowski*

MISS EDITH HUTSON

Salutatory .....MAY DEATON

Class Essay.

Address.....PRESIDENT HARRY WOODBURN CHASE

Double Quartette: "Come Down, Laughing Streamlet"—

MISSES HUTSON, BROWN, BECKWITH, KIRTLAND, HAWKINS,

POWELL, KELLER, GOULD

Valedictory .....MABEL MERRITT

Announcement of Honors.

Presentation of Diplomas, Certificates and Distinctions.

#### In the Chapel

Processional Hymn, No. 396: "Ten Thousand Times Ten Thousand."

Scripture Lesson.

Benedictus.

Creed.



Prayers.

Hymn No. 311: "Ancient of Days."

Presentation of Diplomas.

Address to Graduates.

Prayers and Benediction.

Recessional Hymn: "Jerusalem, High Tower."

#### The Graduates—The Class of 1921

ELIZABETH H. CARRIGAN, Hendersonville.

ELEANOR HOPE COBB, Bay Head, Fla.

SUSAN M. COLLIER, Goldsboro.

MAY DEATON, Raleigh.

FIELDING L. DOUTHAT, Danville, Va.

REBECCA E. HINES, Clinton.

VIRGINIA L. JORDAN, Crescent City, Fla.

FLORIDA F. KENT, Georgetown, S. C.

DOROTHY KIRTLAND, St. Augustine, Fla.

MABEL E. MERRITT, Raleigh.

CAROLINE B. MOORE, Charlotte.

ELIZABETH NELSON, Florence, S. C.

ELIZABETH NOLAN, Marietta, Ga.

SUSANNE P. PEGUES, Greenville, S. C.

ELEANOR TIPLADY, Roanoke, Va.

FRANCES P. VENABLE, Chapel Hill, N. C.

KATHERINE M. WADDELL, Manchester.

#### Certificates

*In Piano*—Edith Hutson, St. Augustine, Fla.

*In Elocution*—Fielding Douthat, Danville, Va.

*In Domestic Science*—Helen Budge, Muriel Dougherty, Mary Josey, Caroline Moore.

#### In the Business Department

*Full Certificates*—Dorothy Baum, Irene Brown, Mary Gilchrist, Mary Josey, Grace Koonce, Mary Langley, Katherine MacAllister, Alma Phelps, Mary Tucker, Emma Villepigue.

*Certificates in Stenography and Typewriting*—Elizabeth Anthony, Elizabeth Cabell, Eunice Collier, Mary Hoke, Alice Hughes, Sara Philips, Josephine Skinner, Maude Spoon, Anna B. Thomas, Sarah Wright.

*Certificate in Bookkeeping and Typewriting*—Callie Mae Roberson.

*Certificates in Bookkeeping*—Eleanor Chesson, Marie Whitaker.

*Certificate in Typewriting*—Elizabeth Stearn.

### The Honor Roll

The highest general award of merit, open to all members of the school, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.

(3) She must have maintained an average of "Very Good" (90 per cent), or better, in her studies.

(4) She must have made a record of "Excellent" in Deportment, in Industry, and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

### The Honor Roll of 1920-21

1. Mary Josephine Josey.....	95.3
2. Dorothy Berrien Baum.....	94.0
3. Edith Genevieve Hutson.....	93.0
4. Christine May Deaton.....	92.9
5. Mabel Elizabeth Merritt.....	92.7
6. Florida Freeman Kent.....	92.2
7. Emma Cantey Villepigue.....	92.2
8. Evelyn Lee Way.....	91.6
9. Mary Louise Langley.....	91.6
10. Elizabeth Carrington Cabell.....	91.5
11. Lou Jones Hairston.....	91.5
12. Elizabeth Gordon Tucker.....	91.4
13. Sara Lykes Keller.....	91.3
14. Alice Swann Hughes.....	90.9
15. Elizabeth Anthony .....	90.5
16. Helen Amanda Delamar.....	90.2
17. Marietta Cobb Gareissen.....	90.2
18. Margaret Blow Elliott.....	90.1

### The Botany Prize

The Botany Prize is awarded for the best collection of botanical specimens. Each specimen must have been collected and mounted by the contestant herself, but help in identifying the specimen may be obtained.

The award is made to the contestant who is adjudged to have on the whole the best collection after giving consideration to the number of specimens; the number of families and genera represented; the excellence of the mounting and preservation of the specimens, and the accuracy of the record.

The judges have decided that the prize this year should be awarded to MISS ERNESTINE THACKER, of Raleigh, with honorable mention to MISS DARIEL WOODSON, of Raleigh.

### The Niles Medal

The *Niles Medal for General Excellence* was instituted by the Rev. Charles Martin Niles, D.D., in 1906. It is awarded to the student who has made the best record in scholarship and deportment during the session. The medal is awarded to the same student only once.

The requirements for eligibility are:

(1) The student must have taken throughout the year at least 15 points of regular work; and have satisfactorily completed this work, passing all required examinations.

(2) She must have been "Excellent" in deportment.

(3) She must have taken all regular general courses assigned and have done satisfactory work in them.

(4) She must be a regular student of the College Department.

In accordance with these conditions the 15th award of the Niles Medal is made to MISS MARY JOSEPHINE JOSEY, of Scotland Neck, and of the Sophomore Class, whose average for the year is 95.3.

## THE FACULTY AND OFFICERS, 1920-21

*Their addresses for purposes of correspondence, and the advisory positions they hold in student organizations*

- ALEXANDER, MISS ANNE DUPREE.....Scotland Neck, N. C.  
 BASON, MISS ELIZABETH L.....404 Front St., Burlington, N. C.  
 BOTTUM, MISS FRANCES R.....Care Saint Mary's, Raleigh, N. C.  
 BROOKS, MISS CATHERINE P.....Sewanee, Tenn.  
 CONE, MISS AGNES VIRGINIA.....113 W. Mulberry St., Goldsboro, N. C.  
 CRUIKSHANK, MR. ERNEST.....Columbia Institute, Columbia, Tenn.  
 Director of *Muse* Club and *Muse*; Adviser Class of 1924.  
 CUMMINGS, MISS MARGARET S.....3 Lewis Road, Winchester, Mass.  
 DAVIS, MISS FLORENCE C.....414 E. Church St., Elmira, N. Y.  
 Director Dramatic Club.  
 FENNER, MISS CLARA I.....Care Saint Mary's, Raleigh, N. C.  
 Director Sketch Club.  
 FOX, MISS ELSIE A.....1017 Washington St., Watertown, N. Y.  
 GIDDENS, MISS KATIE L.....241 West 31 St., Norfolk, Va.  
 HESSE, MISS MARION S.....128 E. Water St., Muncy, Pa.  
 Director Athletic Associations.  
 JONES, MR. WILLIAM H.....Care Saint Mary's, Raleigh, N. C.  
 Director Choir.  
 KNOX, DR. AUGUSTUS W.....208 Groveland Ave., Cameron Park, Raleigh, N. C.  
 KNOX, MRS. AUGUSTUS W.....208 Groveland Ave., Cameron Park, Raleigh, N. C.  
 LEE, MISS LIZZIE H.....Care Saint Mary's, Raleigh, N. C.  
 Adviser Red Cross Auxiliary.  
 MARRIOTT, MRS. W. MCKIM.....Box 73, Burkeville, Va.  
 MCKIMMON, MISS KATE.....Care Saint Mary's, Raleigh, N. C.  
 Director Church Service League; Director Altar Guild.  
 PERKINS, MRS. CHARLES E.....Saint Mary's, Raleigh, N. C.  
 ROBERTS, MISS EBIE.....103 Capital Apts., Raleigh, N. C.  
 SEARLE, MISS MARY E.....(*Summer address*) Box 1065, Miami, Florida  
*Fall address*: Sweet Briar College, Sweet Briar, Va.  
 SHEARER, MISS ELIZABETH E....."Wingfold," Carlisle, Pa.  
*Fall address*: Gulf Park, Miss.  
 SOUTHWICK, MISS SUE KYLE.....120 Groveland Ave., Raleigh, N. C.  
 SPOFFORD, MISS MARGUERITE.....60 High St., Claremont, N. H.  
 Director Chorus.  
 ST. JOHN, MISS GRACE E.....Hardwick, Vt.  
 STONE, MISS OPHELIA.....1225 Gen. Pershing St., New Orleans, La.  
*Summer address*: Carpenter Library, Philosophy Hall, Columbia University, N. Y. Adviser "Preps."  
 STONE, MR. WILLIAM E.....118 N. Boylan Ave., Raleigh, N. C.  
 Adviser Class of 1922.

- SUTTON, MISS JULIET B.....Saint Mary's, Raleigh, N. C.  
Adviser Class of 1923.
- TALBOT, MISS FLORENCE W.....506 East Grace St., Richmond, Va.
- WAY, REV. WARREN W.....Saint Mary's, Raleigh, N. C.  
Adviser Class of 1921.
- WILSON, MISS LOULIE M.....434 Charlotte Ave., Rock Hill, S. C.  
*Summer address:* 24 Park Ave., Lawrence Park, Bronxville, N. Y.

## THE SAINT MARY'S GIRLS OF 1920-21

This is intended to be a student directory, giving the full name and correct address for correspondence of each girl. Apology is offered for any error.

After each name is given the academic classification, in the "college" indicated by the Class Numeral. "Prep." indicates a member of the Preparatory Department, "Bus." a member of the Business Department, etc.

The figure which follows the class indication gives the number of years the student has been at Saint Mary's.

The names of the non-resident students are indicated by asterisks (\*); those prefixed with a dagger (†) were in attendance only a part of the session.

*ACTON, ALICE RUDISIL, Pi (1).....	413 W. Hargett St., Raleigh, N. C.
*ADAMS, MARGARET, '23 Bus. (3).....	218 W. Morgan St., Raleigh, N. C.
AMBLER, BARBARA POW, Prep. (1).....	412 Merrimon Ave., Asheville, N. C.
AMBLER, MARY GREGG, '24 (2).....	Summerville, S. C.
ANDREWS, MARY BURTON, Prep. (1).....	522 Green St., Greenville, N. C.
ANTHONY, ELIZABETH, '24 (1).....	Shelby, N. C.
*ASHE, WYNDHAM, Bus. (1).....	16 N. Boylan, Raleigh, N. C.
ASHWORTH, JULIA WINSTON, '23 (2).....	Selma, N. C.
AUSLEY, MARY LYON FAWCETT, Prep. (1).....	West End Ave., Statesville, N. C.
<i>Summer address: Blowing Rock, N. C.</i>	
*BAILEY, CLELLIE, Bus. (1).....	Neuse, N. C.
*BALL, ALICE.....	427 N. Blount St., Raleigh, N. C.
BALLARD, MYRA ELISE, '24 (2).....	Washington, N. C.
BALLOU, BETSY WIGGINS, '23 (2).....	Oxford, N. C.
*BARBER, HARRIET ATKINSON, '23 (8).....	Christ Church Rectory, Raleigh, N. C.
BARBOUR, GRACE ELIZABETH, '24 (2).....	Clayton, N. C.
†BARTON, EDITH CLARE, '24 (1).....	Live Oak, Fla.
*BATCHELOR, ANNE DOUGLAS, Bus. (1).....	"Ingleside," Raleigh, N. C.
*BATCHELOR, MARY SHELTON, Prep. (1).....	"Ingleside," Raleigh, N. C.
BATTLE, ETHEL HALL, '24 (2).....	138 N. Church St., Rocky Mount, N. C.
BAUM, DOROTHY BERRIEN, '23 (2).....	231 Camden Ave., Salisbury, Md.
BECKWITH, EVELINA GILBERT, '22 (2).....	112 10th St., Lumberton, N. C.
BEST, MARTHA, '24 (3).....	Warsaw, N. C.
BLAKELY, MADGE PURSTELLE, '24 (2).....	Kingstree, S. C.
*BONNER, BLANCHE, '24 (2).....	11 Maiden Lane, Raleigh, N. C.
†BONNER, CLARISSA, (2).....	Aurora, N. C.
BOYD, LALLA ROOKH, '24 (1).....	Ayden, N. C.
BOYKIN, FLORENCE HARLEE, '24 (1).....	"Wanah," Boykin, S. C.
BOYKIN, HELEN MORTIMER, '24 (1).....	"Wanah," Boykin, S. C.
*BOYLSTON, ADELAIDE SNOW, '24 (8).....	30 S. Boylan Ave., Raleigh, N. C.
†BRATTON, ELIZABETH, '24 (1).....	McConnellsville, S. C.
†BRITT, VERNA, '24 (1).....	West Durham, N. C.
BROWN, BESSIE ROSE, '23 (2).....	Greenville, N. C.
BROWN, IRENE LOUISE, '24 (1).....	Hillsboro, N. C.
BROWN, MARGARET ELIZABETH, '24 (2).....	117 Cumberland Ave., Asheville, N. C.
†BROWNE, GERTRUDE AILEEN, '24 (1).....	1809 Chestnut St., Wilmington, N. C.



- †BRUNSON, ALICE, Prep. (1).....Woodlawn Ave., Athens, Ga.  
 BUDGE, HELEN PORTER, '23 (4).....40 Fort Dallas Park, Miami, Florida  
*Summer address:* Wakefield, R. I.
- BUICE, LOUISE, '23 (2).....Chapel Hill, N. C.
- BURGWYN, EMILY ROPER, Prep. (1).....Jackson, N. C.
- CABELL, ELIZABETH CARRINGTON, Prep. (1).....Waynesboro, Va.
- CARR, MARTINA VAN RISWICK, Prep. (4)...."Bracebridge Hall," Tarboro, N. C.
- CARRIGAN, ELIZABETH HILL, '21 (2).....504 Fifth Ave., Hendersonville, N. C.
- †CAVE, CARROLL MOORE, '24 (2).....2002 E. Seventh St., Charlotte, N. C.
- †CHANDLER, VIRGINIA, Prep. (1).....2624 N. Calvert St., Baltimore, Md.
- CHEATHAM, AMIE JORDAN, Prep. (1).....Henderson, N. C.
- CHEATHAM, ELIZABETH, Prep. (1).....6210 Sellers St., Pittsburgh, Pa.  
*Winter address:* Pinehurst, N. C.
- CHEEK, ELIZABETH WARWICK, '24 (1).....136 Belle St., Henderson, N. C.
- CHESSON, ELEANOR PENDER, '23 (1).....Plymouth, N. C.
- CLINE, HELEN SHEPHERD, '23 (1).....412 Merriman Ave., Asheville, N. C.  
*Summer address:* 455 Biltmore Ave., Asheville, N. C.
- CLINE, FLORENCE SHEPHERD, '23 (1).....412 Merriman Ave., Asheville, N. C.  
*Summer address:* 455 Biltmore Ave., Asheville, N. C.
- COBB, ELEANOR HOPE, '21 (1).....Bay Head, Fla.
- †COBB, WINIFRED LOFTIN, '24 (1).....1133 N. Elm St., Greensboro, N. C.
- COBBS, DOROTHY, '24 (1).....Cloverdale, Montgomery, Ala.
- COLLIER, EUNICE BOTHWELL, Bus. (4).....165 E. 17th St., Atlanta, Ga.
- COLLIER, SUSAN MOORE, '21 (3).....206 N. James St., Goldsboro, N. C.
- COOPER, DAISY STRONG, '24 (2).....Oxford, N. C.
- COX, ALICE, '24 (1).....Jonesboro, N. C.
- †CRUIKSHANK, ANNA LINDOR, '24 (1).....Greenville, S. C.
- DARST, MARGUERITE ALLEN, Prep. (2).....Monroe Hotel, Portsmouth, Va.
- DEANS, VIVIA BEVIS, '24 (1).....312 East Nash St., Wilson, N. C.
- \*DEATON, CHRISTINE MAY, '21 (2).....628 W. Jones St., Raleigh, N. C.
- \*DELAMAR, HELEN AMANDA, '23 (1).....408 Elm St., Raleigh, N. C.
- DEMPSEY, MARGARET LUCILLE, '23 (1).....Goldsboro, N. C.
- \*DONNAHOE, BEULAH MILDRED, '24 (1).....131 Merriman Ave., Asheville, N. C.
- DOUGHERTY, MURIEL, '22 (6).....The Hadleigh, Washington, D. C.  
*Summer address:* Aloha Lodge, Evergreen, Colorado.
- DOUTHAT, FIELDING LEWIS, '21 (2).....Stonewall Apts., Danville, Va.
- \*DREW, ALBERTA, Special (1).....Live Oak, Fla.
- †DREW, DOROTHY MAY, '23 (2).....Live Oak, Fla.
- DREW, MARJORIE LULA, Prep. (1).....Live Oak, Fla.
- \*DREW, VANDELIA ELIZABETH, Special (2).....Live Oak, Fla.
- DUNLAP, HERMIONE, Prep. (1).....116 Hampton Drive, Spartanburg, S. C.
- †DUNNOCK, LOIS MAY, Prep. (2).....2307 Maryland Ave., Baltimore, Md.
- †EAGLES, MARGARET ELIZABETH, Prep. (2).....Whitehead Ave., Wilson, N. C.
- †EAGLES, SUSAN REBECCA, '23 (2).....Whitehead Ave., Wilson, N. C.
- ECCLES, HOPE DOUGLAS, Prep. (3).....Helena Ave., R. F. D., No. 1, Norfolk, Va.
- †EDWARDS, DICIE HOWELL, Prep. (2).....Speed, N. C.
- EGLESTON, LOUISE AIKEN, '22 (2).....1 E. Home Ave., Hartsville, S. C.
- EGLESTON, SOPHIE BONHAM, '24 (1).....1 E. Home Ave., Hartsville, S. C.
- ELLIOTT, MARGARET BLOW, '23 (2).....207 S. 3rd St., Wilmington, N. C.
- EVERETT, MARY LOUISE, '23 (3).....Rockingham, N. C.
- †FAULKNER, KATHARINE MARGARET, Prep. (1).....  
 .....167 Pearson Drive, Asheville, N. C.

†FAULKNER, MILDRED, '24 (1).....	167 Pearson Drive, Asheville, N. C.
FITCHETT, SUSAN VIRGINIA, '24 (1).....	Cape Charles, Va.
FITTS, LOULIE HOLLAND, Prep. (2).....	N. Queen St., Kinston, N. C.
*FLINT, ELIZABETH ASHE, '24 (2).....	204 Park Ave., Raleigh, N. C.
FORBES, JOSEPHINE LEWIS, '23 (2).....	800 St. Patrick St., Tarboro, N. C.
*FRANKLIN, MARY PAGE, '23 (2).....	701 Glenwood Ave., Raleigh, N. C.
*FRAZIER, KITTY LEE, '22 (1).....	124 Salisbury St., Raleigh, N. C.
*FREEMAN, NORMA S., '24 (1).....	401 Capital Apts, Raleigh, N. C.
†GAITHER, LOUISE JOCELYN, '24 (1).....	Hertford, N. C.
GARREISSEN, MARIETTA COBB, '22 (3).....	306 N. William St., Goldsboro, N. C.
GIDDENS, SARAH LOUISE, '23 (1).....	207 N. George St., Goldsboro, N. C.
GILCHRIST, MARY ELLEN, '23 (1).....	423 S. McDonough St., Montgomery, Ala.
†GILMAN, EMALINE DEMONTFORT, '22 (1).....	Shelby, N. C.
GLASS, EVA LEE FAIRBANKS, '23 (2).....	103 Jefferson St., Orlando, Fla.
<i>Summer address: Sewanee, Tenn.</i>	
GOULD, JOSEPHINE FAITHFUL, Prep. (1).....	Cambridge, Maryland
GRABER, DOROTHY ANNE, '24 (1).....	Gretna, Va.
GRANTHAM, ELIZABETH, '23 (1).....	319 Hammond St., Rocky Mount, N. C.
*GREEN, SARAH FRANCES, Prep. (4).....	132 New Bern Ave., Raleigh, N. C.
GREGG, LOUISE, '23 (1).....	Florence, S. C.
GRESHAM, MARTHA CAROLINE, '24 (2).....	Warsaw, N. C.
HAIRSTON, LOUISE JONES, '24 (1).....	Reidsville, N. C.
*HARDEN, KATHARINE PARMERLE, Prep. (1).....	1615 Hillsboro St., Raleigh, N. C.
HARDING, MARY LOUISE, '23 (1).....	Greenville, N. C.
HARRISON, VIRGINIA WALTON, '24 (2).....	Enfield, N. C.
HART, EMILY ELIZABETH, '23 (2).....	200 St. James St., Tarboro, N. C.
HAWKINS, MABEL ROBERTSON, Prep. (3).....	1040 Oak St., Jacksonville, Fla.
HEATH, ELLA CRAWFORD, '24 (2).....	Winnboro, S. C.
HENKEL, LILA DUNAVANT, Prep. (1).....	229 W. Broad St., Statesville, N. C.
HENKEL, SARAH VIRGINIA, Prep. (1).....	229 W. Broad St., Statesville, N. C.
HESTER, SARAH HOLLAND, Prep. (1).....	186 Middle St., New Bern, N. C.
HIGGS, MABEL HELENE, '24 (1).....	1118 Dickerson Ave., Greenville, N. C.
*HILL, PATTIE G., '22 (2).....	214 Polk St., Raleigh, N. C.
HINES, LEONE, '23 (2).....	Kinston, N. C.
HINES, REBECCA ELIZABETH, '21 (2).....	Clinton, N. C.
*HOKE, MARY McBEE, '20 Bus. (11).....	Raleigh, N. C.
†HOLMES, DOROTHY, '24 (1).....	Cordele, Ga.
†HOOKER, LILLIAN, Prep. (1).....	Greenville, N. C.
HOPKINS, VIRGINIA WILLIS, Prep. (1).....	Tasley, Va.
HOPKINS, FRANCES SPRINGLER, '24 (1).....	
.....	620 Washington Ave., East Las Vegas, N. M.
HUGHES, ALICE SWANN, '23 (2).....	218 Chestnut St., Henderson, N. C.
HUSKE, ADDIE CURRIER, '23 (2).....	673 Hale St., Fayetteville, N. C.
HUSKE, MARGARET STRANGE, '22 (2).....	Fayetteville, N. C.
†HUTCHINSON, SUE HYRNE, '24 (2).....	Lambs, S. C.
HUTSON, EDITH GENEVIEVE, '23 (3).....	33 Water St., St. Augustine, Fla.
JAMES, CHRISTINE ISABELLE, Prep. (3).....	Durham, N. C.
JESSUP, SARAH FITZGERALD, Prep. (1).....	50 South 19th St., Richmond, Ind.
JOHNSTON, NANCY NEAL, Prep. (1).....	Yanceyville, N. C.
JOHNSTON, WILLIE RUSSELL, Prep. (1).....	Yanceyville, N. C.
JONAS, EDITH MELBA, Prep. (1).....	Lenoir, N. C.
*JONES, CLAUDIA, '23 (1).....	1806 Hillsboro St., Raleigh, N. C.

- \*JONES, ISABELLE HAY, Prep. (6).....404 Hillsboro St., Raleigh, N. C.  
 JORDAN, ANNE ELIZABETH, '24 (1).....Cloverhurst Ave., Athens, Ga.  
 JORDAN, FRED A AMELIA, Prep. (1).....61 Charlotte St., Charleston, S. C.  
 JORDAN, VIRGINIA LANIER, '21 (3).....Crescent City, Fla.  
 JOSEY, MARY JOSEPHINE, '24 (2).....Scotland Neck, N. C.  
 JOYNER, LILLIAN FORBES, '23 (1).....Greenville, N. C.  
 KELLER, SARA LYKES, '23 (1).....204 Eagle St., Tampa, Fla.  
 KENT, FLORIDA FREEMAN, '21 (3).....119 Winyah Rd., Georgetown, S. C.  
 KIRBY-SMITH, CAROLINA TILTON, '24 (3).....  
 .....Apartado 703, care Casa Calpini, Mexico City, D. F.  
 KIRTLAND, ANNE ROMMEL, '24 (2).....St. Augustine, Fla.  
 KIRTLAND, DOROTHY, '21 (4).....St. Augustine, Fla.  
 \*KNOTT, IRENE GRIMSLEY, (1).....413 W. Hargett St., Raleigh, N. C.  
 †KNOX, ANNIE LOUISE, '24 (1).....Leland, N. C.  
 †KNOX, GLADYS M., (1).....Palo Alto Ave., Hollis, N. Y.  
 KOONCE, GRACE BOSWELL, '24 (1).....Chapel Hill, N. C.  
 LAMB, MATILDA, '24 (2).....220 Burwell Ave., Henderson, N. C.  
 LANDIS, HAMLIN MARY, '23 (2).....127 N. Morehead, Charlotte, N. C.  
 LANGLEY, MARY LOUISE, '23 (1).....Greenville, N. C.  
 †LANGSTON, KATHERINE EVELYN, Prep. (1).....Speed, N. C.  
 \*LAWRENCE, ELIZABETH LEWIS, '23 (4).....115 Park Ave., Raleigh, N. C.  
 LEE, MARY PHILLIPS, Prep. (3).....325 Marshall St., Hampton, Va.  
 \*LENOIR, HARRIETTE A., '23 (2).....Lenoir, N. C.  
 LEWIS, ELEN GLADYS, '24 (2).....Washington, N. C.  
 LEWIS, KATHARINE ANNA, Prep. (1).....4200 Walnut St., Philadelphia, Pa.  
*Summer address: East Hampton, N. Y.*  
 LEWIS, MARY HESTER, '24 (1).....Tarboro, N. C.  
 †LILLY, HANNAH PICKETT, Prep. (1).....Fayetteville, N. C.  
 LONG, HENNIE ESTELLE, '22 (2).....Fourth and Catanche Sts., Greenville, N. C.  
 LUPFER, LUCY MARGARET, '24 (2).....Kissimmee, Fla.  
 MACALLISTER, KATHARINE HOLLIS, '24 (1).....Bel Air, Md.  
 †\*MANNING, ANNIE LOUISE, Prep. (3).....715 N. Blount St., Raleigh, N. C.  
 MARKS, JULIA ANDREWS, '23 (1).....525 S. Perry St., Montgomery, Ala.  
 MCCOY, MARY, Prep. (1).....Beaumont Ave., Charlotte, N. C.  
 MACDONALD, JEAN, Prep. (1).....Imperial Hotel, Mount Holly, N. J.  
 \*MCDOWELL, ANNIE RUTH, Prep. (1).....Elizabethtown, N. C.  
 \*MERRITT, MABEL ELIZABETH, '21 (2).....502 Hillsboro St., Raleigh, N. C.  
 MOORE, CAROLINE BREVARD, '21 (4).....206 Kingston Ave., Charlotte, N. C.  
 MOORE, MAURINE, '22 (2).....No. 1, Magnolia Court, Greensboro, N. C.  
 MOORE, RACHEL, '24 (1).....Whitakers, N. C.  
 NELSON, ANNA ELIZABETH, '21 (2).....Florence, S. C.  
 \*NELSON, CHARLOTTE, Prep. (1).....16 Enterprise St., Raleigh, N. C.  
 \*NELSON, MARY, Prep. (1).....16 Enterprise St., Raleigh, N. C.  
 NEWBERRY, HARRIET, Prep. (2).....Columbia, N. C.  
 NIXON, DOROTHY, '23 (2).....Hertford, N. C.  
*Summer address: Nag's Head, N. C.*  
 NIXON, MARJORY, '23 (2).....Hertford, N. C.  
*Summer address: Nag's Head, N. C.*  
 NOLAN, ELIZABETH MARY, '21 (3).....408 Church St., Marietta, Ga.  
 †NORFLEET, MABEL, '23 (2).....Tarboro, N. C.  
 \*NORMAN, ANNIE PATTERSON, '23 (1).....Halifax, N. C.  
 \*O'DONNELL, KATHARINE, '24 (1).....714 W. Morgan St., Raleigh, N. C.

- †\*OLDHAM, RUTH, '24 (1).....Raleigh, N. C.  
 OWEN, ANNIE MAUPIN, '23 (1).....31 Dinwiddie St., Portsmouth, Va.  
 PARKER, BEATRICE JOSEPHINE, '23 (4).....Elm City, N. C.  
 PEGUES, SUSANNE PAYNE, '21 (2).....726 E. Washington St., Greenville, S. C.  
 †PERKINS, ANNA EDWARDS, '24 (1).....Chestertown, Md.  
 PHELPS, ALMA MAY, '24 (1).....Mackeys, N. C.  
 PHILLIPS, SARA HAMILTON, '24 (1).....Raleigh, N. C.  
 \*POOLE, ELSIE, '24 (1).....Clayton, N. C.  
 POWELL, HELEN ELIZABETH, Prep. (1).....188 Cumberland Ave., Asheville, N. C.  
 POWELL, LENORE CHRISTINE, '22 (2).....188 Cumberland Ave., Asheville, N. C.  
 POWELL, MARY ELIZABETH, '24 (2).....Southern Pines, N. C.  
 REINHART, FLORENCE VIRGINIA, Prep. (1).....Sunset Manor, Ocean View, Va.  
 †RICHARDS, KATE RUTLEDGE, Prep. (1).....212 Calhoun St., Charleston, S. C.  
 †ROBBINS, ROE ELLA, Prep. (5).....Raleigh, N. C.  
 ROBBERSON, CALLIE MAE, Prep. (3).....Robersonville, N. C.  
 ROBBERSON, HELEN ELIZABETH, '23 (3).....Robersonville, N. C.  
 ROBERTS, ELIZABETH COWPER, '24 (2).....Gatesville, N. C.  
 \*ROGERS, W. ELLEN MISHEW, Special (1).....Raleigh, N. C.  
 ROSE, JOSEPHINE MANN, '23 (2).....Henderson, N. C.  
 \*RUSS, JULIA HOGAN, Bus. (3).....540 N. Blount St., Raleigh, N. C.  
 \*SABISTON, MARY ELIZABETH, Prep. (2).....Jacksonville, N. C.  
 SABISTON, SARAH MASON, Prep. (2).....Jacksonville, N. C.  
 †SALLEY, FLORENCE EVELYN, Prep. (1).....118 Rutledge Ave., Charleston, S. C.  
*Summer address: The Cedars, 7th Ave., Hendersonville, N. C.*  
 SCALES, ANNE GALLOWAY, '24 (1).....  
 .....30 E. 42nd St., care Mr. Jos. Scales, New York City  
 \*SILER, MARY BLAND, Prep. (2).....203 Forest Drive, Raleigh, N. C.  
 SIMMONS, DOROTHY LEE, '23 (1).....Goldsboro, N. C.  
 SKINNER, JOSEPHINE BLACKWELL, '23 (1).....430 Fifth St., Greenville, N. C.  
 SMITH, LAURA CLARK, '23 (1).....Thompson Orphanage, Charlotte, N. C.  
 SPENCE, CLARE ETHEL, '24 (4).....Kipling, N. C.  
 \*SPOON, MAUDE LEE, Bus. (1).....Ramseur, N. C.  
 \*STALLINGS, NORA ELIZABETH, Special (1).....Whitehead Ave., Wilson, N. C.  
 STANTON, LUCILE CLAIBORNE, '24 (1).....Wilson, N. C.  
 \*STAUDT, JANIE HELEN, (1).....1201 Hillsboro St., Raleigh, N. C.  
 STEARN, MARY ELIZABETH, '24 (2).....Belhaven, N. C.  
 \*STEPHENSON, CATHERINE HILL, '23 (1).....505 Tilden St., Raleigh, N. C.  
 \*STOCKARD, EUNICE LORAIN, Special (1).....10 Glenwood Ave., Raleigh, N. C.  
 \*STORR, LYDIA VIRGINIA, '24 (2).....118 N. Salisbury St., Raleigh, N. C.  
 SWETT, RUTH DORIS, '23 (4).....Southern Pines, N. C.  
 †TABER, KATHERINE, '23 (1).....600 S. Court St., Montgomery, Ala.  
 TAFT, MARY, Prep. (1).....10 King St., Charleston, S. C.  
 TATEM, HELENE WYNN, Prep. (1).....Columbia, N. C.  
 TAYLOR, DOROTHY KINSEY, '24 (1).....La Grange, N. C.  
 \*TAYLOR, SALLIE POLK, Bus. (1).....Snow Hill, N. C.  
 \*THACKER, ERNESTINE LAWRENCE, '23 (1).....314 Montford Ave., Raleigh, N. C.  
 THIGPEN, VIRGINIA GRAY, '24 (1).....Tarboro, N. C.  
 \*THOMAS, ANNA BALL, Bus. (3).....601 N. Bloodworth, Raleigh, N. C.  
 THOMAS, MARY ELIZABETH, '23 (3).....24 Elizabeth St., Charleston, S. C.  
 THOMPSON, MINNETTE, '23 (2).....Box 33, Jacksonville, N. C.  
 TIPLADY, CHARLOTTE MAE, '22 (1).....383 Mountain Ave. S. W., Roanoke, Va.  
 TIPLADY, SARAH ELEANOR, '21 (2).....383 Mountain Ave. S. W., Roanoke, Va.



†TRAVIS, MARY ELLEN, '23 (2).....	Weldon, N. C.
TREXLER, EUGENIA, '23 (1).....	204 Nichols St., Waycross, Ga.
†TRIPP, ESTHER MADELINE, '24 (1).....	701 W. Second St., Washington, N. C.
TUCKER, ELIZABETH GORDON, '23 (2).....	Plymouth, N. C.
*TUCKER, MARY WESTON, (1).....	701 N. Blount St., Raleigh, N. C.
TURNER, JANE HODGSON, '24 (2).....	Box 85, Henderson, N. C.
TURRENTINE, HILDA GRACE, '23 (2).....	115 E. Caswell St., Kinston, N. C.
VENABLE, FRANCES PRESTON, '21 (3).....	Chapel Hill, N. C.
VILLEPIGUE, EMMA CANTEY, '24 (2).....	1517 Lyttleton St., Camden, S. C.
VOSE, JULIANA, '23 (1).....	425 E. Calhoun St., Macomb, Illinois
WADDELL, KATHERINE MASON, '21 (4).....	Manchester, N. C.
WADDELL, MILDRED MOORE, Prep. (1).....	Manchester, N. C.
WADDELL, WINIFRED DAVIS, Prep. (2).....	Manchester, N. C.
WALKER, ALICE, Prep. (2).....	315 Park Ave., Charlotte, N. C.
*WALTERS, MACON, Prep. (4).....	321 E. Lane St., Raleigh, N. C.
†WASHBURN, MARY E., '23 (1).....	1548 E. 7th St., Charlotte, N. C.
*WAY, EVELYN LEE, '23 (3).....	Saint Mary's, Raleigh, N. C.
*WEBB, FRANCES HOKE, Prep. (2).....	15 N. Dawson St., Raleigh, N. C.
WEBB, HELEN BOND, '24 (2).....	Hillsboro, N. C.
WELLONS, MARGARET A., Prep. (1).....	Smithfield, N. C.
WEYMOUTH, VIRGINIA ORRISON, Prep. (2).....	Box 456, Hampton, Va.
WHEELWRIGHT, SALLIE, '23 (1).....	380 Highland Ave., S. W., Roanoke, Va.
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# Saint Mary's School

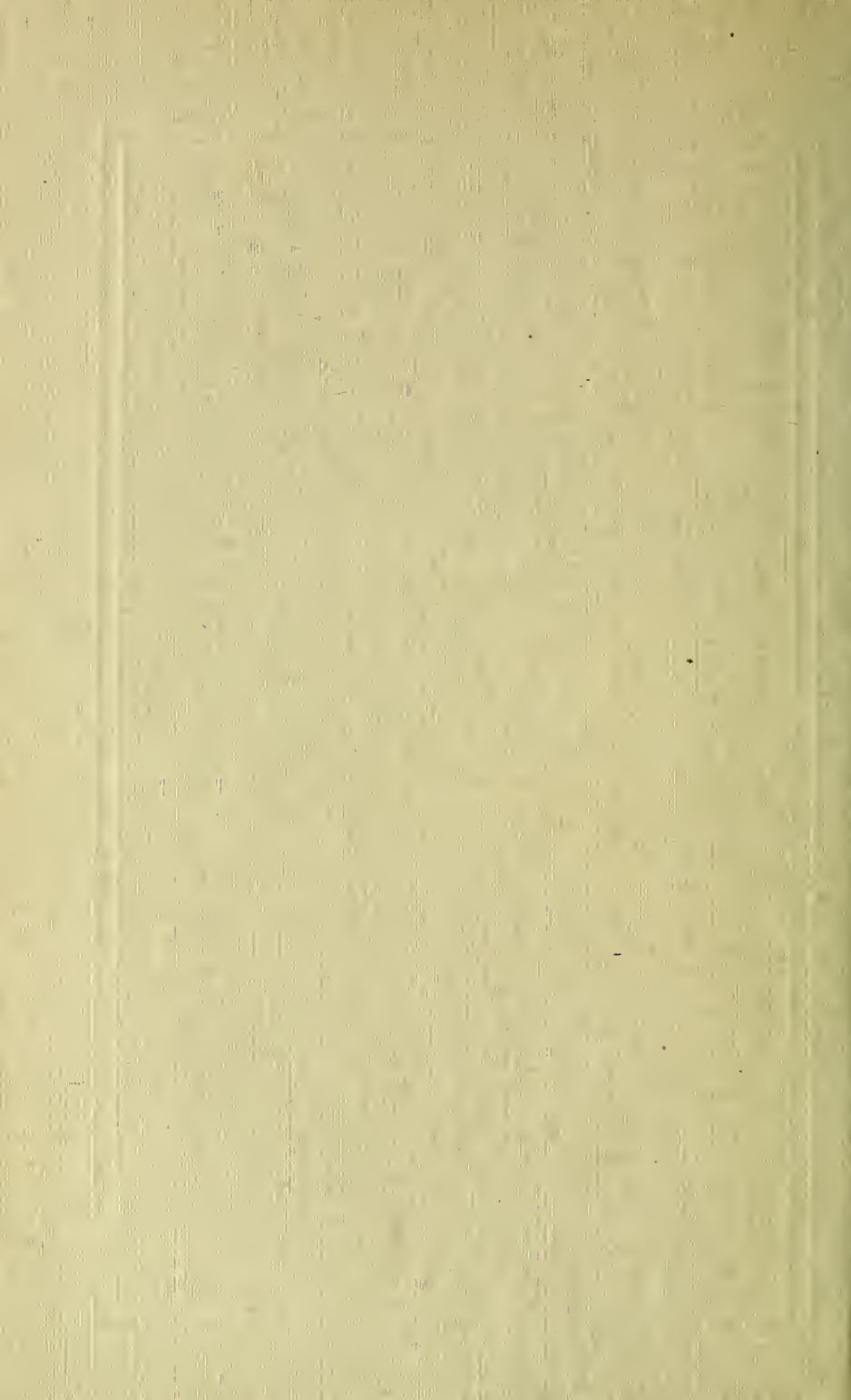
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Raleigh, North Carolina

Bulletin

Students' Number

April, 1922



April, 1922

Series 11, No. 2

# SAINT MARY'S SCHOOL

## BULLETIN

RALEIGH, NORTH CAROLINA

STUDENTS' NUMBER

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# Saint Mary's School Bulletin

Students' Number

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## Blues

It seems to me a pity when a fellow's "down and out,"  
When it seems there's nothing left on earth he can be glad about,  
When his life is not worth living and there's nothing left to do—  
That you ask him what's the matter and he tells you he is "Blue."

Blue! The color of the ocean! Blue, the color of the skies;  
And he takes this word of beauty and to thoughts of gloom applies.  
Blue! The tint our God in Nature gave the everlasting hills!  
(Yet in weak and common diction, what a task the Word fulfills!)

Let us try to help that fellow, when we find him "on the bum,"  
Just to say he isn't "feeling well," or "feels the weather some."  
Let's find a phrase that takes the place—just any other hue  
Might mean the same to everyone; but please don't let's say "Blue!"

LOUISE EGGLESTON.



### **“Don't Let Your Conscience Be Your Guide”**

“Phew! Won't somebody please fasten this bloomin' cape? It's dangling all over me. Where is the end anyway!”

A crowd of young men in various costumes lolled around the smoking-room of the Hill Top Country Club. 'Twas the eve of St. Valentine and the costumes of many countries, ages, and legends were represented in the vari-colored, motley clothes of nineteen-twenty-two men. Here, a courtier in gay plumes and satins conversed with a Greek warrior, and over in the corner a dark visaged Mephistopheles smoked a friendly cigarette with a Pierot in a flashing costume. Here, a young prince had doffed his plumed hat and was twisting and turning in vain efforts to fasten to his shoulder the swinging end of his dull blue velvet cape.

“Jack Cruger, if you don't come fix this blamed thing, I'll refuse forever to cut in on you to-night when you get beautifully stuck. Remember our promises to Kit, old man, and come help a poor fool in a crazy costume.”

A tall blonde-haired youth in a yama-yama suit strolled up and leisurely looked at him in his struggles.

“Oh yes, your royal high Sir Dick. He is a most kind hearted young prince, who takes under his wing—or his cape—poor little country lassies, who come to visit his favorite damosel. Sir Dick, the indifferent, Sir Dick, the best catch in town, has at last fallen to the charms of a simple country cousin.”

“Hush your mouth, man, and pin up this invention of the devil. I wish I'd never heard of a country cousin, and it's most time for the dance to begin. I've got to go out and station myself at the door to nab the first green, gawky, timid-looking miss that comes in. That's a good fellow, Jack, old boy; now it's straight once more. Thanks, old top.”

Jack watched him as he leaned over to pick up his gracefully plumed cap. Dick was good-looking and the girls were all smiles for him. But he was indifferent and his heart remained unaffected,

his head unturned by all their lavish treatment. Jack grinned to himself as he pictured Dick, the best dancer in town, leading the country cousin around the floor, while he watched gleefully from the stag line. It would be great!

Dick adjusted his mask as he stepped through the door of the smoking-room into the long ball-room. The floor was waxed to perfection and shone in the bright electric lights. The members of the orchestra over in the corner were tuning the instruments and in another corner a Roman Senator in a flowing white toga was fastening up a moon behind some conveniently placed pine trees. Dick bowed to the chaperons who were already lining up in the wall chairs. He stepped out to the wide hallway leading to the entrance, leaned comfortably against the wall and settled down to wait for Kit and her cousin to come.

Why, oh why, had he got himself into all this mess. Kit Mayfair was the cause of it all and he wished her in Halifax. They had been driving that noon, he, Kit, and Jack, and Kit had told of her cousin's arrival that night just in time for the dance.

"Dick, I'm worried to death. You see I've never seen Nancy before and I don't know a bit what she is like. Mother said she was an awfully sweet little thing and very pretty. When I found she was coming, I wrote her about the dance and she is bringing a costume. She's lived in B—— all her life and it's awfully small, I think. And Dick, since you are staggering tonight, won't you take her for me?"

And he had promised—and a promise was a promise to him. Jack was wild with joy, and Dick could see himself dancing all the evening with Nancy. Nancy what? Good Lord! He didn't even know her name! He was in a pickle.

Cars were already arriving and dainty figures wrapped closely in evening capes ran up the steps to the entrance. Dick settled his mask more closely. Well, it had almost begun and he must make the best of it. He watched closely the figures flitting by him. He glanced at a tiny little curly-headed fairy in a sky-blue wrap as she danced by, bowed low to a stately queen with snowflakes still clinging to her hair, and remained faithfully at his post.

A limousine drew up at the entrance and Dick watched the footman open the door of the car. A passenger in a black peaked cap with pom-poms jumped lightly out. He recognized Kit, and the person inside would surely be Nancy. Dick watched eagerly. What would she be like? Kit turned and was helping some one out of the car. Good Lord! She must weigh two hundred pounds! He turned and fled into the ball-room.

"I can't, oh my Lord! I can't lug that thing around all night. My poor feet!" He looked ruefully down at his soft pumps that his mother had insisted a prince should wear. "They ought to be cast iron."

A masked yama-yama came up with a vivid Pierrette clinging to his arm.

"Your royal Sir Dick?"

"Jack, I've seen her and she's huge—she's tremendous—she's awful. Man, I'm ruined."

"The joke is on you, Prince," and Jack strolled unconcernedly off.

Dick glared savagely after him, clenching his fist. A soft pressure on his arm made him turn quickly.

"This is Dick, isn't it? Dick, she's here, and will be out in just a minute. Of course it wouldn't be quite so much fun if I introduced you since you are both in costume, and she said she would rather come out alone. Bill is waiting, and you are an angel, Dick. I saw you here and told her. She will be out in a second."

With a swish of black and white pantaloons she was gone and had left Dick to look longingly into the throng of care-free dancers on the glistening floor. Why didn't she come on and get the agony over with? He turned to the entrance hall once more and started.

Coming toward him down the hall was a girl—but oh what a girl! She was in costume—but what a costume! A crown of red hearts encircled her proudly-carried, curly black head. Her short silver skirts were encrusted with hundreds of tiny red hearts and her slender, silver-clad feet were shod in slippers of vivid scarlet with large heart buckles. To her arm was tied a big red heart and in her hand she carried a huge fan of rich red ostrich. She came hesitatingly down the hall, and, as she came nearer, Dick drew a breath,

swept a low bow and gazed unbelievably upon her face. Her eyes, looking at him through the holes in her mask, were vividly blue and her small mouth smiled provokingly upon him. Gone from his head were thoughts of country cousins. What did he care about anybody's cousin when a girl like this was before him? She was wonderful!

"Prince Charming, am I so very startling and may we not stand here just a moment before we dance?"

"We mustn't waste many minutes, little Queen of Hearts. The music is wonderful tonight and I haven't a care in the world."

They stood there a moment. Dick was beyond speech, he just looked. Her hair was so shiny and black, her cheek so smooth and rosy. Had a man ever seen such a girl? She stood gazing out into the ball-room; then she spoke softly:

"Aren't the costumes just gorgeous, and—oh! what was that?"

The lights were suddenly turned low and the music changed into a dreamy waltz. She turned swiftly.

"Shall we dance now?"

They glided out upon the smooth floor. Dick's head was in a whirl. She was so adorable and her voice so sweetly low. Kit would never speak to him again. He was a cad, a cur, but he couldn't resist her. What a marvelous dancer she was and how lucky he was to have seen her first! He led her round and round the floor in the soft semi-darkness. Wasn't life wonderful!

With a crash the orchestra broke into a popular jazz and the lights flashed on again. They danced a few steps and Dick swore softly as a dark-browed pirate cut in.

"Good-bye—for a few minutes."

She was borne off, smiling roguishly at Dick over the pirate's shoulder. He turned away and went into the smoking-room for a quiet cigarette to try to collect his thoughts. As he crossed the floor he guiltily dodged a couple. It was Kit and she was talking excitedly to a huge fat girl in glaring green and white. They both looked at him and Dick's conscience hurt him terribly. But the Queen of Hearts was the most wonderful girl he had ever seen, and he had fallen hard. His cigarette smoked, he turned once more to the dancing, watching for his silver and scarlet partner.

All the night long he cut in to dance a few steps with this mischievous little imp who had dared to make him break his promise. Once he managed to persuade her to go with him to the porch for a few moments. She was wrapped in a quilted cape of the same dazzling brightness as her costume and they leaned over the railing, looking out into the snow-covered lawn. She was radiantly happy and Dick watched her eagerly. He must make use of the few moments before some one came to take her away.

"Won't you tell me your name? How am I to see you again if I don't know? Please, your highness!"

Her curly head shook vigorously. "But you should know! I can't understand why you don't."

"I should? With whom did you come? I don't see how I missed you! Shall I know you when you unmask?"

She smiled mockingly and turned to the rail again. Dick was frantic and at this moment his friend and enemy, the yama-yama, came triumphantly to carry her away.

"Where is your heavy-weight, Sir Dick?"

Dick's conscience smote him once more, but he was now beyond any rescue. He rushed into the ball-room. It was just a few minutes until twelve and he looked frantically around for the heart girl—the girl of his heart. At last he found her and cut in just as the clock rang out the eleventh stroke. Everyone broke into chatter and masks were torn off. Dick, his mask in hand, watched his partner as she put up her hands. With a twist it was off, and he gazed triumphantly into her wide eyes.

"Oh Dick," some one rushed up to him and Kit and Jack were beside them. "Dick, you have been an angel! Isn't she adorable? I guess I might introduce you now. Nancy, this is Dick Richards. My cousin, Nancy Bond. Dick, wasn't the dance wonderful?"

"But, but——" stammered Dick. "Oh, my Lord, what a fool I am!" He turned to Kit. "Who came up with you, Kit?"

"Why, no one but Mother and Nancy. Why, Dick?"

"Oh, nothing—except that I'm just about the biggest nut in all the world and I am getting worse every minute. Come on, little country girl, let's dance."

LOUISE HAIRSTON.



## A Rebel Feather Bed

Venerable and beautiful the old house stood back in the grove; its big white pillars like silent sentinels watching over the deserted yard. There was an air of sadness around the place. Small wonder since the three stalwart youths that had once brought life to the old home were off enduring the hardships of war in uniforms of Confederate gray. Even the master of the house was away tending the wounds of the soldiers who had fallen in battle. There was not a sign of life in the death-like surroundings until a young girl came out on to the porch, followed by a big negro woman of doubtful age. They were pulling out a big feather bed.

"Let's put it right here, Mammy honey," said Mary Eliza. "I think the sun will get to it all right. Oh, it seems so nice to be preparing for Bob. I do hope he can get a chance to run over and see us. He said, if his company came near enough, Capt. Lamb would probably give him leave to come."

"Bless yo' soul, honey baby chile, dat boy'll come if he hasta walk fifty miles fer to git here. He ain't seen dis ole place in a year and he knows us is mightly lonesome wid ev'rybody gone, even to Marse Mayo. Lawsy, I miss dem menfolks. Things ain't seem so lonesome an' sad-like since yo' angel ma lef us fer to jine de heavenly hosts." Mammy gave the bed a final punch and stood up to view her work. "Dar now, stay dar an' sun so you kin be nice and sweet fer my young massa."

"Mammy, Mammy," cried Mary Eliza. "Isn't that someone running up here now? I believe it's Bob. It is, it is! Bob, Bob darling!" she called as she raced towards the soldier who was making his way towards the house at a rapid pace.

Bob caught her in a breath-taking embrace. "Sis, honey, I can't stop now. You must hide me at once. There's a Yankee gunboat that's come up the river and some of them saw me. They're after me. Quick! You must hide me at once and hide me well. They'll search the house." Mary Eliza's mind was whirling as she tried to



imagine where she could put her brother. The old Mammy trembling with excitement stepped forward.

"Come here, Marse Bob. I'll fix you, honey. Dem Yankers'll nebber think to look for you whar I'm gwine put you."

A few minutes later three blue-clad men armed with rifles came up the grove and faced a frightened Mary Eliza and a belligerent Mammy.

"What does you want here, you trash? Whyn't you stay whar you b'long? We ain't got nothin' you want," were Mammy's opening words as she addressed the Federal soldiers. Mammy's hands were on her hips; this alone was a sign of her wrath, and in her eyes was a look that might send terror even to the hearts of the soldiers.

"Madame," began one who wore the clothes of a lieutenant of the United States army, ignoring Mammy and addressing Mary Eliza, "we really hate to disturb you but there was a Rebel soldier seen coming this way and we are under orders to take prisoner all we see. We have every reason to think that this soldier came here and we must insist on searching the house if you won't surrender him."

"Baby chile, don't you even answer dat white scum. You'll pizin' yo'self by talkin' to him." Mammy turned again to the Yankee. "We ain't got no soldier here. What you spose we want wid one anyway? Howsumever if you don't believe me jes go look yo' sorry ole heads off."

The soldiers shot resentful glances at Mammy but refrained from speaking to her and started through the house. They made a thorough search from attic to ground, through the out-houses in the yard, all; but besides Mammy and Mary Eliza, who remained on the porch, rigid as statues, they found not a soul. Finally they convinced themselves that there was no Confederate soldier there and left under the storm of Mammy's imprecations. When they were well out of sight Mammy gave a big sigh of relief. "Marse Bob, lamb, dey's done took dey hateful selfs away. You kin come out now."

And from underneath the feather bed, which had been looking strangely big had the Federals only noticed it, there crawled out a gray-clad figure.

SARAH HARRELL.

### Darky Love Song

Oh, I sings ma song all the lib-long day,  
For ma love, she lubs me true,  
And de chillun play round de cabin do',  
In de rain, de sun, and de dew.

For what does I care for de wind and rain?  
And what does does I care fer de sun?  
For I loves her so much it's almost pain,  
And I'll love till dis world am done.

LUCY LAY.

### A Porch Scene

The moon shone bright and blue upon the snow-covered earth. The clear, cold stillness was broken only by the crunching of an occasional pedestrian trudging over the newly-frozen crust. The wind whined shrilly through the trees and the night was bitter cold.

On the veranda of a large house might be seen in the moonlight two figures, one attired in a beautiful coat of pure white fur, and the other in one of somber black.

They were huddled very close to each other; one might easily judge from their lack of movement that they were dead. A cloud drifted over the moon, and when it had passed, it was noticeable that their position had changed. For a long time the two figures nestled close to each other. There was no doubt that a strong link of affection existed between them. The white-coated one snuggled closer in the embrace of the one attired in black. One might soon begin to wonder how long before they would be frozen to death.

Just at this moment the white-coated figure gave a low wailing moan. The door, before which they were huddled, opened, and a woman, very warmly clad, appeared. She perceived the two figures and threw up her hands in horror.

"Mercy me," she cried, "who could have left the poor little kit-tens out on such a night!"

VIRGINIA WARD.

## ROUND AND ABOUT SAINT MARY'S

### Who?

I know a sweet old lady, but I won't tell who,  
Her hair is like the silver, her eyes are lovely blue,  
We meet her every morning, but I won't tell where,  
It may be in the flower garden by a rosebush there.  
Or it may be in the chapel in her own little pew:  
Such a quaint little person, but I won't tell who.  
How much we love this lady, I never can tell,  
For she is the oldest and the dearest Saint Mary's belle.

LALLA ROOKH BOYD.

"Oh, but Miss Aleck, I'm awful sick. You just don't know."

"How long have I had these pains? Why, ever since last night. I just had to go to Latin; so I thought I'd come over right before lunch."

"Eaten much? Why, I haven't eaten anything to speak of. No'm."

"Well, maybe I did—oh yes, I went to Myrtle's box, but I didn't eat anything much."

"Yes, I ate some olives and turkey and a little mince-pie, and then my roommate had a 'sampler' and of course I *had* to eat some of that."

"Please don't make me swallow that. Ugh, I hate 'em."

"Oh, Miss Aleck, it's black—do I have to?"

"Well, here goes! Now where may I go to bed?"

"I can't go to bed? Oh—Miss Aleck I think you're mean. I'm going to die sure."

LUCY LAY.

Around the door crowd all the girls,  
With beaming cheeks and flying curls.  
A look of hope their faces wear,  
Impatient shouts pervade the air.  
Do you ask me what it's all about?  
Just the mail being given out!

MARJORIE PAGE.

**Rainy Mondays**

Rain, a Victrola, and—well, most anything else you like especially well! This is bliss personified. Sometimes the something else is a book—generally a book extremely romantic in setting, and quite replete with love, and things like that; or it might be pen and paper, and in time, a letter to “him”; or it might be just thoughts! Sweet, gentle thoughts that lull you to rest and peace with all mankind. And every two minutes you jump up to put the “Sweetheart of Sigma Chi” on again. Oh, it’s wonderful—rain, Monday, and a Victrola.

LENORE POWELL.

Never where you want it,  
Always left behind;  
A frantic search ensues,  
Wasting lots of time.

Bureau drawers ripped open,  
Pockets turned inside out,  
The whole room topsy-turvy,  
No sign of it about.

In between two books  
A bit of cloth showed black,  
La Necessaire de Sainte Marie,  
Forsooth! The Chapel Cap!

RUTH DORIS SWETT.

“Oh, Daddy! Mother! I never was so glad to see anybody in all my life! Mother, if you just knew how homesick I’ve been, you’d never let me leave this house again. But you wouldn’t have much trouble cause I’ve vowed solemnly never to leave again! Never! I’m going to stay right here at home with you and Daddy all during my vacation! You needn’t look like that, Daddy—you just watch me—Oh! there’s the phone—I know it’s for me!

Hello—yes? Oh! Mother, it’s long distance! Who can it be? Hello, Jo? Bless your old heart—how are—a dance? Jo! tomor-

row night? You just bet I'll be there! I just can't wait—Yes, I know Mother will let me come. Yes, I just got here 'bout two minutes ago—and Jo, I'm so excited! I'll come on the first afternoon train. Be sure to meet me—Good-bye dear!

“Oh Mother, isn't that too exciting and wonderful—a big dance—my first night at home—I just can't wait.”

LOUISE HAIRSTON.

**'Twas Ever Thus**

DEAREST MARY:

You know the last time I wrote you I was so tired of old books, and classes, and fish on Friday nights I thought I'd die. And I had firmly made up my mind that I was going to stay at home next year—Well, I've weakened!

It's the Spring in the air. Everything is so wonderful with the dogwood and violets all in bloom. The girls are all out on the campus in their bright-colored gingham. Yells from the tennis courts clash with the music from the “vics.” Everybody's knitting sweaters as busily as the squirrels that scamper around trying to make up for lost time.

Everything is “Smiles” in the mail line, because—“In the Spring a young man's fancy——” So, Mary, don't blame me for weakening because, if you only knew, you would too.

Lots of love,

ANNE.

EUGENIA TREXLER.

# Saint Mary's School Bulletin

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A bulletin published quarterly in December, February, April and June, at Saint Mary's School, Raleigh, N. C., in the interest of the students and Alumnæ. Address all communications to

THE SAINT MARY'S SCHOOL BULLETIN,  
SAINT MARY'S SCHOOL,

Correspondence from friends solicited.

RALEIGH, N. C.

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STUDENTS' NUMBER, 1922

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## *Editors*

*Epsilon Alpha Pi*  
LENORE POWELL

*Sigma Lambda*  
LUCY LAY

## *Associate Editors*

LOUISE HAIRSTON

ELIZABETH LAWRENCE

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## EDITORIALS

Since spring has come—and spring has indeed come! No one can deny it, with the squirrels running promiscuously around in the grove again, and the birds making merry so early in the morning, and the wonderfully warm smell of the outdoors—well, as we were saying, since spring has come, and we've all been home and had our "fling," there's nothing in the world left for us to do but buckle down to work. That has a distinctly unpleasant sound, hasn't it? Because with this same spring comes a yearning just to loaf in the grove; to put on a light dress, and stroll around the dead-line or maybe read, or write a letter; to play tennis or to make spring clothes. *Anything* but to work; what we'll have to do is to remember that commencement is remarkably close at hand, and we wish to be ready for it when it comes. We wish to feel, when we hear the song, "Good-bye, school, we're through," that we have something, even if it be only a little honest endeavor, to be proud of! L. P.

## School Spirit

School spirit, or rather what I truly mean, Saint Mary's spirit—what does it mean to you? Are you sure your school spirit includes loyalty? If it does not, it cannot amount to much. But what we



need is more school spirit and more evidence of it. It should not be something which we use once in a great while, and then put away. We know that every girl has it underneath easily forgotten bitter words, but what we want is an everyday school spirit. Can't you help? Just look around and see. Boost! don't pull back! Go out for everything,—volley-ball, Field Day, Literary societies, dancing, and walking as well, and see if a combination of all our activities mixed with a liberal amount of pep, won't give us, each and every one, more School Spirit.

L. L.

## SCHOOL NOTES

### With the Rector

Mr. Way has lately taken several interesting trips that many will be glad to hear about. He attended in January the meeting of the Convocation of Charlotte in Reidsville, and of the Convocation of Raleigh at Rocky Mount, and spoke at each concerning Saint Mary's. In February he attended, at Memphis, Tennessee, the Second Annual Meeting of the American Association of Junior Colleges, taking an active part in the deliberations of this meeting by making several speeches. On his way to Memphis he stopped over at Atlanta and Decatur where he visited Agnes Scott College.

From Memphis he went to Chicago, stopping at Mt. Vernon, Ill., to see his mother. In Chicago, he attended the Annual Meeting of the National Educational Association, Department of Superintendents, and also visited the University of Chicago. On his return trip he went to Cincinnati and Richmond, but in spite of all his interesting visits, he told us, that Saint Mary's was the best place of all.

L. F. L.

### Dramatic Club Gives Play

On Friday evening the Dramatic Club of Saint Mary's School, under the able direction of Miss Florence C. Davis, gave a delightful performance of Jean Webster's "Daddy Long-Legs." Miss Davis had shown her usual acumen in selecting the cast, with the result that each character was real and convincing.

Miss Mary Louise Everett, as Judy Abbott, was equally true in her interpretation of the rebellious inmate of the John Grier Home, of the erstwhile orphan as a college girl, and of the young author in love with one of the aristocratic Pendletons. Miss Lenore Powell showed a sympathetic, if slightly feminine, understanding of Jarvis Pendleton. She appeared at her best in the last scene when she read aloud Judy's illuminating letter. Miss Martha Best was

the artistocratic snob to her finger tips; Miss Daisy Cooper was equally happy as the confidential friend. Miss Lorraine Smythe as Sally McBride and Miss Marjorie Page as Julia Pendleton, were charmingly natural and true to the college girl type. Miss Marcia Wilcox as "Jimmie" McBride was even as lovable as the original had seemed to the reader of Miss Webster's novel, "Daddy Long-Legs."

The characters of Mrs. Semple and Mrs. Lippett, parts peculiarly difficult for the young girl, were well done by Misses Helen Muse and Lucy Lay. The orphan children as interpreted by Misses Muriel Dougherty, Marjorie Wilkins, Mary Wiatt Yarborough, Susan Fitchett, Margaret Whitehead, Eunice Dixon, Elizabeth Moore, and Carolyn Tucker, were real children; their cringing servility to the trustees, contrasting pathetically with their spontaneity when they were alone with Judy. Miss Betsy Ballou as Abner Parsons, Miss Josephine Gould as Cyrus Wycoff, Miss Evelyn Tyson as John Codman, were most appropriately costumed; but not more so than Miss Martha T. Everett as Griggs, Miss Martina Carr as the butler, Miss Frances Hoskins as Carrie, and Miss Helen B. Chamberlain as the maid. Altogether, the play was a great success. Miss Davis is to be congratulated.

RALEIGH NEWS AND OBSERVER, Dec. 18, 1921.

### **"Merry Christmas, Santa!"**

"For you can never tell what the Senior Class will do!" That's what they said and this is what they did.

On the last Saturday night before the Christmas holidays the audience in the auditorium chattered of "home" and wondered what was going to happen. Then a hush fell and the play began.

It was a gay little play written by Louise Egleston, full of happiness and joy. The Seniors, entering into the Christmas spirit, sang and danced and forgot themselves in the rollicking swing of the music. Julia Winston Ashworth and Josephine Rose as "Bobby" and "Betty" quarreled so realistically over filling a stocking for Santa that they might have been room-mates in real life. The bright green costumes of Twinkle-Toes (Lenore Powell) and Silver-Bell

(Hilda Turrentine), the fairy lovers, were a Christmasy contrast to the red, tinsel-trimmed costumes of the other fairies. Frances Hoskins was, as Bobby observed, "such a nice fat Santa-man, just like the ones in picture books." Then there was Mrs. Santa (Mary Louise Everett) serenely knitting as she rocked, and Thumpkin (Muriel Dougherty) always up to some mischief.

After the play there was a Christmas tree in the gym, lighted by shining candles. Beneath the tree were piled bags of candy and knocks for every girl in school. Santa Claus, who had followed the crowd from the auditorium, now reappeared with a bag full of knocks and a head full of funny sayings. Hardly had the laughter subsided when sweet voices were heard outside and the white-robed choir, the candles which they carried shining on their serious faces, came in singing Christmas carols.

E. L.

#### **The First E. A. P. Model Meeting**

The E. A. P. Model Meeting took place in the parlor on the evening of Thursday, December 15th. The President, Evelina Beckwith, presided with her usual poise and dignity. The business was varied and excellently carried out by the members of the society, who never seemed to hesitate. The subject of the program was the well-known American poet, James Whitcomb Riley,—a choice of subject, most fortunate because of its familiarity. A well-written sketch of the poet's life was read by Lenore Powell, after which three of his poems were given by Lorraine Smythe, Mary Hardy, and Daisy Cooper. The program was brought most successfully to a close by Marjorie Page, who, in her inimitable manner, sang "The Goblins'll Git Yer, Ef Yer Don't Watch Out."

L. L.

#### **The First Sigma Lambda Model Meeting**

On December 13th the Sigma Lambda Literary Society had their model meeting in the parlor. Since it was the first model meeting of the year there was much excitement. After the onlookers had assembled, the "model" members filed in impressively, and a moment later came the president and secretary. The meeting was

called to order, and the minutes duly read and approved. The business, which consisted of a discussion about the limitation of members, proceeded easily and logically. Interesting current events were read by Minette Thompson. However, quite naturally, it was the program that entirely captivated the audience with its charming originality. Marjorie Wilkins read "The Christ-Child," a Christmas story written by Elizabeth Lawrence. The fact that it was both well-written and well-given, reflects double credit on the society. Then followed a solo, "Peace on Earth," well sung by Bessie Brown. Martha Best gave a quaint little negro poem, "Christmas is Coming"; her blackened face and pig-tails added a unique touch of variety. The last number was very effective. The lights were switched off, and a vested chorus, carrying lighted candles, came in softly, and without accompaniment sang Christmas carols. L. P.

#### **The Second E. A. P. Model Meeting**

The second Model Meeting of the Epsilon Alpha Pi Literary Society was held in the parlor on Wednesday evening, March 8th. The roll was called and the minutes read. Reports were given and the business carried on with unusual decorum. The program, which was of especial interest to North Carolinians, was on the foremost writers of North Carolina. Louise Egleston read a paper, giving a clear sketch of each of the writers chosen: O. Henry, John Henry Boner, and John Charles McNeil. Marjorie Page, accompanied by Helen Powell, sang "Back to Carolina;" Eva McMullan recited one of McNeil's dialect poems. The last number on the program was "The North State," by John Henry Boner, given by Sophie Egleston. Then the president presented Sophie Egleston with a beautiful E. A. P. pin in recognition of her splendid services to the society last year and this. D. S.

#### **The Second Sigma Lambda Model Meeting**

On Friday night, March 10th, the second Model Meeting of the Sigma Lambda Literary Society was held in the parlor. The business and reports were in the best parliamentary forms. The program for the evening was on "Folk Songs of the American Negro." An



intensely interesting essay on the subject was read by Lucy Lay. Then a chorus illustrated the songs with two typical folk songs, "Steal Away to Jesus," and "Swing Low, Sweet Chariot." Sarah Harrell sang "Deep River," one of the old melodies transcribed by Burleigh. Martha Best read an essay by Elizabeth Lawrence entitled the "Value of Folk Song as Artistic Musical Material," especially emphasizing the songs of Foster, and Dvorak's "New World Symphony." The chorus illustrated this paper by singing "Old Black Joe," and "Massa, Dear."

D. S.

The judges' decision in connection with the above Model Meetings resulted in a standing of 15 points for each Literary Society.

#### **The Commencement Marshals**

The choosing of the Marshals aroused much interest this year. The results were as follows: Chief Marshal, Lucy Fitzhugh Lay, Sigma Lambda; Margaret Lucile Dempsey and Marjorie Willard, Sigma Lambda; and Helen Bond Webb and Sophie Bonham Eggleston, Epsilon Alpha Pi.

#### **The Annual Inter-Society Debate**

The exact date for the annual debate between the two Literary Societies has not yet been determined, but we understand that it will probably take place about the end of April, or the first of May. The Epsilon Alpha Pi debaters are Louise Eggleston and Lenore Powell, while the Sigma Lambda debaters are Lucy Kimball, and Adna Lee Bailey.

#### **The Sophomore-Senior Party**

The Sophomore party to the Seniors, February 18th, was a great event! Just the greatest event that Saint Mary's can boast of in a long, long time. For—list ye all—none other than the Yarborough orchestra provided music for the affair. Shall we ever get over it?—or shall we ever forget the Sophomore class of '22 that made it possible? I know we never could forget because it was a *real* orchestra that made *real* music, and the outcome was the peppiest party that



we can remember at Saint Mary's. The grand march, directed by Addie Huske in a most becoming old-fashioned dress, and led by Lucy Lay and Mary Louise Everett, gave a good opportunity for the many attractive, bewitching and in some cases, puzzling costumes, to be exhibited. Lucy Lay and Mary Louise Everett, in colonial attire, were voted the best costumed, and Mary Louise, beautiful in a trailing pink dress and organdie flowers, received a little old-fashioned corsage. Lenore Powell, the Sheik, and Ruth Farr, Diana, were honorably mentioned. In the "best-dancers" contest, Martha Best and Mary Louise Everett won the first prize, and Ida Hinnant and Murial Dougherty, second. There were two no-break dances, balm to the hearts of crushes. Susan Fitchett and Annie Davenport were the lucky winners of the elimination dance, receiving a box of candy as a prize. This party of the Sophomores to the Seniors will live in the Seniors' hearts forever—for it brought the thrill that only a *real* orchestra at Saint Mary's could bring.

#### **Freshman-Junior Party**

Come to the Freshman Fair,  
You'll meet all your classmates there.  
This is our hobby  
So come to the lobby,  
But don't bring a single care!

The lobby was decorated in the class colors, lavender and purple; here and there were placed booths with gay streamers. Promptly at 8:15 the Juniors, in response to this invitation, thronged up Main Building steps. They were greeted by the Freshmen and presented with purple caps and then the "Fair" began. Tenpins were knocked down for lollypops, pink lemonade served lavishly in one booth, while in another hot dogs and rolls helped to fill a vacant spot. The sideshows were very original and interesting, but the main feature of the evening was the visions called up by a Freshman through her medium. These visions, effectively staged in tableau form, strange to say, took the form of modern advertisements and were aided in their huge success by the Freshman String Orchestra. This orchestra later furnished music for dancing. But all good things must come to

an end and at 9:50 the light-flash brought the usual flurry of good nights and good byes, everybody declaring that the Fair was the best party ever.

L. H.

### Stunt Night

After a week of strenuous and frantic rehearsals on the part of all concerned, there was no reason to believe that stunt night, February 26, should not be a great success. The Seniors' stunt, as was perfectly right and proper, came first. The scene was laid at Saint Mary's, and the course of action took the spectator through many familiar experiences: there was, first, assembly, presided over by Miss Morgan—that is to say, Miss Budge. This, and the classes that followed, were highly amusing. Lenore Powell impersonated Mr. Way; Evelina Beckwith, Mr. Stone; Elsie Cheek, Miss Moorefield, and Louise Egleston, Miss Bottum.

The Juniors gave a similar entertainment, but they took a different phase of school life—reporting after lunch. It was very amusing. Daisy Cooper gave another conception of Miss Morgan. Many (should you say fortunate?) people had the advantage of seeing themselves as others see them. Wonder how many of us realize how funny we really are?

The Sophomore stunt showed perhaps, more originality than any of the others. It was a clever idea, well-worked out. Martha Best announced in the beginning that there were to be three acts, namely, "What Some People Think We Are," "What Some People Would Like to Have Us," and "What (though she hated to mention it) We Really Are." From the highly improbable delightfulness of the first, to the extreme reality of the last, it was screamingly funny.

Nothing could have been more comical than the mock wedding with which the Freshmen presented us! In each and every detail it was ridiculous. We have only to recall to our minds Mary Powell as the bride and Whitehead as the groom to remind us of their unforgettable stunt.

The Preps showed their versatility again this year, with a rousing minstrel-show. They had everything that a really good minstrel ought

to have—blackened faces (so black that the puzzled audience spent half its time trying to discover who was who), jokes, jigs, and songs—not to mention a handsome interlocutor—none other than Marcia Wilcox. The Preps had proof of their popularity—sufficient proof, because theirs was voted the best stunt.

The proceeds from Stunt Night are to go to the relief of the starving Russians and to the European Students' Fund.

### **The Colonial Ball**

At 8:15 on February 28th lovely Colonial dames and dignified gentlemen assembled in the parlor. Then the long line, filing into the gym was led by Anne Jordan and Betsy Ballou in a grand march. Miss Sutton played with her usual spirit and at the end of the march Marjorie Page furnished music for round dancing. During the evening a stately minuet was danced by Misses Page, Jordan, Turrentine, and Fisher, curtsying gracefully to their partners, Messrs. Trexler, Best, Everett, and Ballou. Delicious punch was served from each end of the gym by Elizabeth Lawrence, Katherine Raine, Lucile Dempsey, and Martha Best. At 9:30 the strains of "Good Night Ladies" broke up the Ball and everyone went happily home after a very pleasant evening.

L. H.

# ATHLETIC NEWS

The basketball season is over, leaving Mus and Sigmas alike up the air—for the score toward the banner is now 30-30. The Mus received 30 points for winning two out of three first-team games, and the Sigmas made their 30 points by carrying away the honors of the second and third teams. Could anything be more exciting?

## First-Team Game

On the night of February 4 there was excitement everywhere because—well, we all know why of course. The first-team game was to be played, and it certainly came up to our greatest expectations. There was excellent playing on both sides, and it was easy to see that everyone was fighting as hard as she possibly could. The Mus were lucky in having “Kitten” Burrowes as a new member, because she “did them proud” playing forward. The score was tied several times throughout the game, and consequently everyone was in suspense. The victory went to the Mus, with the score 18-16.

Mus	Line-up	SIGMAS
F. Burrowes .....		M. Blakely
B. Brown .....		E. Hadlow
Forwards.		
M. Hardin .....		M. Wilcox
M. Wood .....		M. Hawkins
Centers.		
J. W. Ashworth .....		L. Smythe
A. L. Bailey .....		D. Nixon
Guards.		

## Second-Team Game

The last game is always the most exciting of all, and the fact that no one who could help it missed the game on February 11, certainly bears proof to this. The Sigmas have cause to be proud of their players. The final score shows this: 16-0 in favor of the Sigmas.

Mus	Line-up	SIGMAS
R. Farr .....		I. Hinnant
C. Holmes .....		E. Hadlow
Forwards.		
E. McMullan .....		M. Powell
I. Lowry .....		L. Kittrell
Centers		
V. C. Wilkins .....		M. W. Yarborough
D. Jones .....		D. Cooper
Guards.		

The Volley-Ball Games

On Saturday night, March 11, the first volley-ball games were played in the gym. Though volley-ball is not so rough-and-tumble as basket-ball, it is, none the less, very exciting, because half the time you can’t tell where the ball is going next. The second-team game came first, and the Mus, with a score of 30-26, were victorious. The Sigma first team distinguished itself, winning with a score of 44-37. The teams are as follows :

FIRST TEAM		SECOND TEAM	
Mu	Sigma	Mu	Sigma
Hardin .....	M. Powell	Reinhart .....	Willard
Way .....	M. Thompson	Spence .....	Hickerson
McMullan .....	Wilcox	White .....	Page
Smith .....	L. Powell	McKenzie .....	Yarborough
Burrowes .....	Smythe	Collier .....	Nixon
Bailey .....	Cooper	Gale .....	Kittrell
Farr .....	Hinnant	Ambler .....	Saunders
Glass .....	Blakely	Gresham .....	Josey
L. P.			

The Church School Service League

The various chapters of the Church School Service League have been unusually energetic this year in making their Lenten money. Ice cream and “hot-dog” sales have proved most popular, not to mention Eskimo pies and chocolate eclairs.

St. Agnes Chapter gave “Ma Sweet and Her Gals” in the parlor on the afternoon of February 20th. Smythe, as Ma Sweet, conducted the affair in her usual charming style. Her “gals” were certainly talented and the entertainment was a great success.



St. Margaret's Chapter had a cabaret in the gym. The program carried out the ever-popular contrast between the old and the new. There was the old-fashioned school-girl, with slate and sunbonnet (Elizabeth Lawrence); the new-fashioned school-girl, with chewing gum and movie classic (Madge Blakely); the stately minuet and the modern jazz, with its twists and twirls; the old-fashioned debutante, in her dainty lavender frock (Frances Hoskins), and the debutante of to-day, in her sleeveless evening dress of shining sequins (Martha Best). The contrast in mothers, grandmothers, and brides was all equally good.

The Saint Mary's girl of the fall and winter was next pictured. She was dressed, first, in an airy organdie; next, in a heavy sweater, shuffling along in high shoes and rubbers.

Punch, sandwiches, and candy were served by smartly dressed maids.

St. Catherine's Chapter confiscated the "lost" articles left unclaimed in the pound, and held an auction in the study hall. In addition to these relics, there were countless freewill gifts from the girls in school. Lila Henkel made a wonderful auctioneer, and, with the help of Budge and Twin, the sale went off with a flourish. When it came to Mu and Sigma arm-bands, the bidding was reckless, and a whole week's allowance was squandered in one 15-cent piece of felt.

E. L.

#### Thursday Night Talks

We have been fortunate during the past few weeks in having several most interesting Thursday night talks, and we wish to take this occasion for expressing our appreciation.

Mr. John J. Blair, of the State Department of Education, recently gave us a most enlightening illustrated lecture in the auditorium on the art treasures in the Metropolitan Art Museum and the Corcoran Art Gallery in Washington.

Miss Mabel Lee Cooper, who has visited here before, came to the school in February and spoke to us for a few minutes on the Christian Nurture Series. As we use part of this series here, we were glad to have the opportunity of hearing about the rest of it from Miss Cooper.



On March 9th, during "More Milk Week" in Raleigh, we had the pleasure of hearing Miss Maude Wallace, who is Mrs. Jane McKimmon's assistant. She talked charmingly and convincingly on the subject of milk, and as a result we hear that the school is having difficulty in supplying all that is asked for.

L. L.

### Expression Recital

Monday afternoon, February 27th, the pupils of Miss Davis gave a delightful expression recital in the auditorium. The first number on the program was a one-act play, "The Maker of Dreams." Marjorie Page made an engagingly optimistic little Pierrette, and Lorraine Smythe a very serious-minded young Pierot, forever seeking an ideal. The play ends happily with Pierot finding his ideal in Pierrette, thanks to the wise old Maker of Dreams, Evelyn Tyson.

After the play the following selections were given:

Happy Little Cripple.....	<i>Riley</i>
Runaway Boy .....	<i>Riley</i>
I Ain't A-going to Cry No More.....	<i>Riley</i>

ALICE ACTON

Hollyhocks.....	<i>Edgar A. Guest</i>
Comfort .....	<i>Robert W. Service</i>

BETSY BALLOU

Advice to Husbands

HELEN BRYAN CHAMBERLAIN

One, Two, Three.....	<i>C. H. Bonner</i>
Ma and the Auto.....	<i>Edgar A. Guest</i>
The Land of Beginning Again	

MARGARET WHITEHEAD

Homesick (Negro Monologue).....	<i>Marjorie B. Cook</i>
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DAISY COOPER

The Silver Lining (One-Act Play).....	<i>Constance Mackay</i>
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MARTINA CARR

An Old Sweetheart of Mine (piano accompaniment).....	<i>Riley</i>
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MARJORIE PAGE

M. WADDELL.

### Musical Events

During the month of February there were three very interesting recitals given informally in the different studios. Miss Weeks, Miss Fox, and Miss Abbott were responsible for these pleasant entertainments.

Saint Mary's girls have had the unusual opportunity of hearing three very exceptional concerts—Madame d'Alvarez, Frieda Hempel and Sousa's Band. These concerts were greatly enjoyed, even if they were heard from a dangerously lofty position.

On February 28, 1922, a very delightful recital was given in the auditorium by the music pupils of Saint Mary's. The program was as follows:

The Fairy's Story.....	Mann Zucca
JULIA WILKES	
Mazurka .....	Matthews
BETTY ROSE PHILLIPS	
Adieu to the Piano.....	Beethoven
MARY K. BROWN	
Dance Caprice .....	Grieg
ISABELLA LOWRY	
Valse in B Flat.....	Godard
HELEN CHAMBERLAIN	
At the Old Trysting Place.....	MacDowell
Dawn .....	Triel
LUCIE KATHERINE TUCKER	
Canzonetta .....	Schutt
EVELYN WAY	
Contralto Solo—Requiem .....	Homer
SARAH HARRELL	
Bolevo .....	Lack
MARGARET WOOD	
Impromptu .....	Fame
VIRGINIA THIGPEN	
Pompadour Fan .....	Cadman
ELIZABETH RAGLAND	
The 4th Mazurka .....	Godard
ANNIE LOUISE THOMPSON	

### Miss Katie's Birthday

Miss Katie was honored on January 14th with a charming birthday surprise party. On every table in the dining-room was a pretty candle-studded birthday cake, and on the rector's table was an extra-large one, with more candles than the rest, because Miss Katie was the guest of Mr. and Mrs. Way that evening. After grace had been said, and the candles were all lighted, Mrs. Way told us we were going to do what we were all wanting to do—wish Miss Katie the nicest wish we could possibly think of. So every one was silent for a second or two, to make a wish, and when Mr. Way signaled, the can-

dles were blown out, all at the same time. Mr. Way and Dr. Knox closed the happy meal very appropriately with their short talks, praising the long years of service that the oldest and dearest Saint Mary's girl has given her school.

### **The Honor-Roll Dinner**

A delightful surprise on February 1st was the dinner given by Miss Morgan to the honor-roll girls. A long table in the center of the room seated the honored and envied ones, with Miss Morgan at one end and Miss Turner at the other. A vase of red and white carnations in the center lent a festive air to the occasion. After grace had been said, every one was startled by Babe Collier, who bobbed up from Miss Talbot's table and yelled, "Who did the good work?" Picture the added astonishment when one girl from each table in the dining-room chimed in with the response, "The Honor Roll!" Babe: "Who gets the good eats?" Response: "The Honor Roll!" Then came fifteen "rahs" for the Honor Roll, Miss Morgan and Miss Turner. The fun had begun. Each member of the favored few was given a hearty yell, and the uproar lasted throughout the meal. One unkind table took it upon itself to contribute "Smythe, speech!" but Smythe, with calm imperturbability, rose from her exalted station to say, "I am glad I made it." That was simple and direct, wasn't it? And it shows that Smythe is not to be phased. The glorious finale—ice cream, cake and almonds—caused not a few sighs throughout the dining-room, but nothing but "wreathed smiles" from the chosen few who partook.

L. P.

### **A Midnight Feast**

On the night of February 22d, after listening to Frieda Hempel's lovely voice, we piled gayly off the street-car, and, instead of going to bed, like good little girls, we went—guess where—to a Midnight Feast at the Rectory!—at the unheard-of hour of ten-forty-five. Mrs. Way and Evelyn met us at the door and led us into rooms cozy with firelight. There Evelyn's birthday cake, with eighteen lighted can-

dles, was placed on a table. We all blew hard at the candles, while we made our best wishes for the birthday girl's happiness. Then, while we all gathered around the warm fire, Mrs. Way brought in saucers of ice cream, with nuts and crushed pineapple, little dainty lady-fingers tied with red ribbon and cherries, and cream mints. As twelve o'clock drew near, we decided that it was time for the feast to end, and we left, with hearty wishes for many happy returns of Evelyn's birthday.

L. H.

#### **Principal Is Selected For Saint Mary's College, Dallas, Texas**

The following clipping from the *Dallas Morning News* is of interest to those Saint Mary's girls who knew Miss Jones as teacher and lady principal in 1918-19:

Miss Alice Edwards Jones, of Chapel Hill, N. C., has been elected by the Board of Trustees as the principal for Saint Mary's College. Miss Jones received both her B.A. and M.A. degrees at the University of North Carolina, has worked for a doctorate at Columbia University, and has studied for a year at the American Academy in Rome. She was at one time lady principal of Saint Mary's School in Raleigh, N. C., and for eight years was head of the Department of Latin at Winthrop College, South Carolina. She has also been in charge of the Catlin School, of Portland, Oregon.

Miss Jones is to be congratulated upon attaining such a high and important position.

## ALUMNAE NEWS

### Unique Honor Is Bestowed on Miss Emilie McVea

The following clipping will be of interest to Alumnae of Saint Mary's:

RICHMOND, March 8.—Dr. Emilie Watts McVea, president of Sweet Briar College, has the distinction of being the first woman member ever appointed to the Board of Visitors of the University of Virginia, her nomination going to the Senate from Governor Trinkle to-day.

Miss McVea said last evening, when communicated with by telephone, that the announcement came as a great surprise to her, as she had not an inkling of the appointment. She said she realized it is one of the highest honors that could be bestowed, and expressed deep appreciation.

It will not be her first connection with a coeducational institution, as she served in the faculty at the University of Tennessee, and at the University of Cincinnati as Dean of Women.

Miss McVea said: "I have always been interested, not only in education, but in education in the South," adding that she is always at the call of the State of Virginia for any service.

No further word is necessary, for many remember her as pupil, senior member of the faculty, and finally as lady principal, until she went to the University of Tennessee.

### A Saint Mary's Poet

We are proud to be able to claim Miss Anne Moore as an alumna. She has lately published a volume of poems, which has won favorable criticism in the New York Times' Book Review of February 5th. Miss Moore, although she has lived in New York City for some years, is a North Carolinian, the daughter of Mrs. Roger Moore, of Wilmington. In the Book Review, Hildegard Hawthorne writes:

She is a true artist, delighting in the labor of art, that passionate seeking for the right form which makes the artist's work at once a joy and a travail. Her book of poems, "Children of God and Winged Things," is written in free verse; but in studying it, one feels that this is not because the author could not write in the most precise forms of the elder form, but because what she has to say finds its fittest expression in the form she has finally chosen.



One page after another holds its picture, each with hint of drama reduced to the simplest terms. And through all runs a compelling sense of beauty, which these lines from the latter half of Miss Moore's book, given to stanzas of a more subjective quality than those preceding, express with a lovely sincerity:

"Perhaps I may see again  
Larkspur, flame-colored hills,  
The tracery of bare branches,  
Shadblow or apple trees in bud.

Or, seeing,  
May feel only cold,  
Or heat, or biting wind.  
So I pray,

Spare me, O Lord, the full measure of each year  
That may be mine of vivid feeling,  
But take me quickly, God,  
When beauty no longer moves me."

The little book is one that should find its way into the hands of those who care for sincere and carefully wrought work—work inspired by a true flame of devotion.

#### **"The Cross Triumphant"—A Pageant of Church History**

On May 5th, 1922, will be presented in the Cathedral Close, Washington, D. C., "The Cross Triumphant," a pageant of church history written by Miss Marietta Minnegerode Andrews. The pageant will be given under the auspices of the National Cathedral School for Girls for the benefit of Saint Mary's School, Raleigh, and will be in charge of Miss Marie Moore Forrest, Director; Commander C. T. Jewell, U. S. N., and Mrs. Albert N. Baggs, Assistants to the Director; Miss Bess Davis Schreiner, Organizer, and Mrs. Carey H. Brown, Secretary-Treasurer, Pageant Association. The sponsors are: The Right Reverend Thomas F. Gailor, D.D., Right Reverend Alfred Harding, D.D., Right Reverend Charles Henry Brent, D.D., Right Reverend Joseph Blount Cheshire, D. D. The executive committee are: Mrs. James Carroll Frazer, chairman; Mrs. Burton L. French, vice-chairman; General Pershing, U. S. A., Mary Roberts Rinehart, Hon. George Wharton Pepper, Mrs. Larz Anderson, Canon Walden Myer, Mrs. Charles C. Glover, Rev. James E. Freeman, D.D., Mrs. Henry Russell Talbot, Maj. Gen. John A. Lejeune, U. S. M. C., Mrs. William Cannon Rivers.



**Scotland Neck, N. C.**

I believe the three most interesting things that a person can do is to announce an engagement, get married, or depart this life. Since our last Alumnae letter, not one single member of the Scotland Neck Chapter has done a single one of these three interesting things. I thought that Nannie Lamb, Laura Clark, Bertha Albertson, or Ellen Speed would have had enough consideration for the Alumnae News Letter to have, at least, committed the first of the three crimes, but they haven't. Just the minute any one of them does such a thing, it shall be announced to the Alumnae editor immediately.

Nannie Lamb is teaching in Nashville, and likes both her work and the town immensely. She spent the past week-end in Scotland Neck, and all her new spring "togging" was very becoming.

Laura, Bertha, Ellen, and Rebe Shields are still pecking away on typewriters. Ellen does not have a "regular job" right now, but her work is much in demand, especially when Bertha is snow-bound at her home in the country.

Much sympathy is felt for Mrs. J. H. Durham, "Nan Smith," whose husband passed away on Thanksgiving. She is living with her sister, Mrs. Rebe Shields, "Rebe Smith."

Mrs. J. H. Alexander, "Mamie Shields," has been ill for some time, having had some very serious ear trouble. As she is better, it is hoped that her hearing can be restored.

"Miss Alex" and Elizabeth Josey are expected home from Saint Mary's today for the Spring vacation.

Mr. and Mrs. Walter Simpson, "Ebie Roberts and her husband," spent a week-end recently with Rebe Shields. In her previous visits to Scotland Neck Ebie made the whole town fall in love with her; so the welcoming of her and her husband was a very happy one indeed.

The Scotland Neck Alumnae felt very proud of the Saint Mary's girls the evening the Carolina Playmakers gave their charming entertainment. Katherine Batts, Mary Yellott, and Ellen Lay were perfectly fine in their parts, and we are sure that even Miss Davis would have been delighted with their work. Elizabeth Lay's stage manage-

ment and "Trista" made us doubly proud. The girls motored to Tarboro immediately after the play, but we held them long enough for a little chat and for congratulations.

Mary Louise Riddick, "Louise Josey's" little girl, and Rebecca and Anne Dupree Bryant, "Nannie Shields'" twins, are growing fast, and are beginning to know that there is such a place as Saint Mary's, where they are going when they are "big girls."

We are looking forward to our April 12th meeting, and expect it to be a well-attended, interesting gathering.

#### **Founder's Day Meeting of Charlotte Chapter of Saint Mary's Alumnae**

In the Parish House of St. Peter's Church on the evening of November 21st, 23 of the Charlotte alumnae enjoyed having supper together. Caroline Jones Quintard read to us a poem by Nell Battle Lewis on the subject of the Hallowe'en Dance which has become a tradition at the school. A sketch of the life of Dr. Aldert Smedes was read by Mildred Jones. A notice was read to the effect that the Saint Mary's Pageant which was to be given in Washington would be postponed till spring. A paper was read by Josephine Osborne on Saint Mary's Notables. Mrs. Frank Wilkes told of having seen Bishop Bratton while in Washington, and all were interested to hear of him. Mrs. L. B. Newell made an appeal for greater loyalty to Saint Mary's.

Election of officers followed, Carolina McKiver Wilkes taking the chair left vacant by the resignation of Mrs. Quintard. The vice-presidency was passed over to Josephine Osborne, who is also to be Muse Secretary, whereas Mildred Jones is to be the secretary proper, and Mrs. Newell is the new treasurer.

J. A. OSBORNE, Vice-President and Muse Secretary.

#### **Address Before the Founders' Day Meeting of Charlotte Chapter of Saint Mary's Alumnae**

When the Master said "Go ye into all the world and preach the gospel to every creature," He did not expect men to do this of their

own powers, but He gave gifts unto men,—to some healing, to some prophecy, to some preaching and teaching.

To be a true teacher appeals to me as the consummation of all art, that moulding and shaping of human hearts to pass through the fires of this world and to travel on through eternity. It was the inspiration of Christ himself that motivated the founder of Saint Mary's so that he caught the fluttering souls of the children of the Church just as they were poised for flight, and directed their course with sweet and solemn purpose.

Dr. Aldert Smedes was born in New York City in 1810, on April 20th. He was educated there at Columbia University. Later he studied law in the same city, and at last studied for the ministry in the same place. One day, while walking along the street, he met by chance with Bishop Ives, who was searching for a clergyman to open a church school in Raleigh for girls. Dr. Smedes offered himself, and in two weeks he was in Raleigh, and the work was taking shape. That was in 1842, and he was then 32 years old. So you see we are now 79 years old.

And has the ambition of the founder been fulfilled, do you think? It is said that in 1889 Bishop Garrett, of Texas, wrote to Dr. Bennett Smedes asking to be informed of the Saint Mary's way of teaching Saint Mary's women, "For," said he, "I find all over the Diocese the beginning of churches and Sunday schools, the work of Saint Mary's women, and I am determined to establish a Church school too, as the best means of building up my diocese."

I glanced over the faculty of St. Peter's Sunday School last year, and I saw Norma VanLandingham Binder, Mrs. Wm. Graham, Carolina McKiver Wilkes, Esther Springs, Adelaide Smith, Leonore Seay, and others—nearly half the busy workers had been trained at Saint Mary's. And I have no doubt that this is also true in the other congregations of the city. As to foreign parts, it is easy to mention Susan Smith, and the Cheshire girls.

In the world of letters, we immediately find crossing our minds the names of Margaret Busbee Shipp and Frances Hodgson Burnett. May Jones, of Asheville, is head of a big insurance office in New Orleans. And how the nurses and canteen workers did shine in the

late war across the water! In camps and community centers, Reba Bridgers, Esther Means, Harper Stuart, Mrs. Bickett, Mrs. McAdoo, and so on *ad infinitum*. How we nearly burst with pride during the recital of the wonders worked by "Gloria Hancock," called "Old Glory," on the battlefields across the seas. Her real name was Madelon Battle, of Asheville, North Carolina, and she married Major Hancock of the British Fusilliers. Four times she was decorated for services and for total disregard of her personal safety. She wears the French Cross of War; she was decorated by the English King, and by the King of Belgium. I am told that her picture has a place in the Hall of Fame at Washington, D. C.

So it is in all the ways of the world Saint Mary's girls hold honorable place. It was not for naught they lit their tapers at the torch of Alma Mater.

When I was at Saint Mary's the place was hallowed by the sweet and kindly presence of Dr. Bennett Smedes, and I have in mind, also, another of those Heaven-sent teachers whom it is my delight to honor. And now, after waiting all these years to have my say, and with an audience that fills the amplest requirements, words fail me. I would like to tell you of my friend and teacher, Doctor Emily Watts McVea.

She was graduated from Saint Mary's in 1884, and was Lady Principal of Saint Mary's during the closing years of Dr. Bennett Smedes's career. She was bound to the school by ties of kinship as well as loyalty. But that is not what makes her the theme of my story. It is to the woman that she is I wish to pay tribute.

On that first lonesome day when I first entered the school and was presented with my list of classes every one commiserated with me. "What!" they said, "all those classes under 'Emmie Mack'! Then may good fortune help you to 'get by'." But it was my luck—my tremendous good luck—that I should recite to her two-thirds of my time.

She taught without books and without notes. That General Literature course was a marvelous accomplishment. It began with the creation of the world, I believe, and took in all ages and nations and



peoples and kindred and tongues. It moved down the ringing grooves of change with a grand sweep, pointing here and there to the theme of a time, and the living exponent of that theme. The picture of a period glowed beneath the kindling touch into vividness, the elaborations of detail taking their places like the folds of a graceful garment about a pulsating figure.

This was my first acquaintance with bigness; it was, in fact, perhaps the biggest thing I had ever tried to grasp. No doubt, it should have inspired me to do big things, but it was really much too large for me, and I was staggered at its size. That was the magnificent scale on which her magnificent brain worked. If ever she should be unappreciated it would be because her hearers could not follow where she led. Vigorous, tireless, ambitious, working—always working—urging others to work, cheerful, optimistic, inspiring, modest, self-abnegating, earnest, and, withal, humorous—a revelation, indeed.

After Dr. Bennett Smedes was laid to rest and the school passed into the hands of others, Miss McVea felt at liberty to follow her own dreams. She took some special work at the University of North Carolina and at Columbia University. After that she was in Cincinnati for some dozen years as Dean of the Women's Department of the University of Cincinnati. Lately she has received the degree of Litt.D. from the University of North Carolina, and just now is President of Sweet Briar College, Virginia.

While in Cincinnati she identified herself with all the activities of the city to such an extent that when she was about to leave there the whole city gave her an ovation. I said "the whole city"; this was true. Really, there was a large auditorium crowded to the doors to bid farewell to this unassuming Tar Heel. On the rostrum with her were a number of representatives from the various organizations of the town—the Women's Club, the Civic League, the Y. M. C. A., the Y. W. C. A., the S. P. C. A., welfare workers, community workers, and so on. Upon the speaker's table was placed a jeweled casket of gifts and tokens, testimonials of esteem. Tributes were paid by chosen speakers, who rehearsed their recognition of the inspiration she had been to them.

At length she was called on for a reply, amidst a storm of applause. Almost overcome with surprise and modesty, she remarked that she was reminded of the old nursery tale of Mother Hubbard, in her amazement, "If I be I, as I think I be," and quietly sat down. The papers of the city had columns on the subject at the time, and were copied in those of our State. The event was remarked the country over.

I hope that she will bless this world for many years to come. I congratulate every girl at Sweet Briar, and I wish she were the perpetual Lady Principal of Saint Mary's.

As to Saint Mary's today, we have much to be encouraged about, seeing that the success and progress of the school is unquestioned. This is only one among the many schools that were begun in different parts of the country at the same time, but it is one of three that remain. Let us be loyal to Saint Mary's by word and act, and pray that she may be the steady influence in a time that is now distraught with many upsetting problems.

#### **Norfolk and Portsmouth Chapter**

Miss Margaret C. Jordan, of Portsmouth, Va., reports the following news from the Norfolk and Portsmouth Chapter:

Mr. and Mrs. James Jordan, of Norfolk, Va., have a son, James, Jr.

Dorothy Nottingham Hopkins and Charles Frederick Wilkins, Jr., were married, April 17, 1921. Home on Eastern Shore, Va.

Bertha Lloyd Freeman and Augustus Crenshaw Reed were married, May, 1921. Home in Meadowbrook, Va.

Nannie Tucker and J. Chapman were married last fall in Grifton, N. C.

Elizabeth Mortimer Darst and Lieutenant Lars Oscar Peterson, U. S. N., were married November 13, 1921. Home in Portsmouth, Va.



## ALUMNAE NOTES

Mrs. Walter Simpson, née Miss Ebie Roberts, has paid us several visits since her marriage. At her first appearance in the dining-room at dinner, several tables loudly cheered for "Miss Ebie." Another enterprising table rejoined with a "tiger" for "Mrs. Simpson."

Dorothy Ambler visited her sister for several days on her way to and from New York.

Rebecca Wall, from Hillsboro, came over to see us in February while she was visiting the Camerons.

Mrs. Troy Myatt (Mary Ellen Travis) came up to the school in January when she was visiting in Raleigh for a few days.

We enjoyed seeing Catherine Miller, from Richmond, while she was staying at the home of Mary Hoke, who graduated in the same class.

Ellen and Elizabeth Lay and Katherine Batts came up to see us on their return from the January tour of the Carolina Playmakers. Katherine took the title-role in Elizabeth Lay's play, "Trista."

Eleanor Sublett, Susan Collier, Lena Simmons, Dorothy Simmons, Sophronia Cooper, Tommy Johnson, Hunk Venable, and Elizabeth Waddell came over for the Pavlowa ballet on the 4th of March. Susan Collier and Lena Simmons stayed at the school with Lorraine Smythe.

Jane Toy, Mary Yellott, and Julia Cooper, some of the Saint Mary's coeds at Carolina, came to see us for a few minutes on Sunday afternoon, March 12th.

Anne White, at Saint Mary's in 1916, is now visiting Pinehurst, New Jersey, just back from a six-months stay in California.

Helen Battle is studying in New York, at the New York School of Fine and Applied Arts.

We are interested to know that several old Saint Mary's girls are abroad. Sallie and Belle Cameron have been in Egypt and expect to stay in Italy and France with their aunt until May. Frances Kern is at school in Paris. Peggy Edmundson is visiting her brother, who is in government service, stationed at Coblenz, Germany. She is studying German and French.

Mary Lybrook Lassiter intends to sail for Europe in June, and we hear that Doris Swett is making similar plans.

The Rev. Mr. Albert Cooper and Mrs. Cooper (Miss Elizabeth Cheshire) are home on a furlough and now are at "Ravenscroft." Mr. and Mrs. Cooper have been at Ichang, China, for thirteen years. This is the most distant mission station which we have. They expect to sail for China on August 10, 1922.

The engagement of Miss Hannah Ashe and Mr. William Bason has been announced. The date for the wedding will be announced later.

### MARRIAGES

Helen Amanda Delemar and Mr. Horace D. Crockford, January 21, 1922. Home in Chapel Hill, N. C.

Beatrice Josephine Parker and Mr. William Beauregard Young, Jr., February 1, 1922. Home in Wilson, N. C.

Irene Augusta Smith and Mr. David Collin Barnes, July 4, 1922. Home in Murfreesboro, N. C.

Lanie Stanton Hales and Mr. Henry Rodley Swartzell, February 25, 1922. Home in Wilson, N. C.

Annette Lawrence and Mr. John White Ives, December 28, 1922. Home in Smithfield, N. C.

## IN MEMORIAM

The Edenton Chapter sends the sad report that Katherine and Marian Drane have lost their mother. Mrs. Robert Drane passed to her reward on Christmas Eve. All Edenton, as well as her bereaved family, miss her beloved presence. Her life was, indeed, a benediction to all those who knew her.

From the Edenton Chapter also comes the news of the death of one of Saint Mary's oldest students, Mrs. Elizabeth Brazier Creecy Winston. She passed away on Christmas morning, and is survived by two brothers, three sisters, one daughter, Mrs. Charles Wales, of Edenton; two grandsons, Thomas H. Winston, of Philadelphia, and Charles Wales, Jr., of Edenton. "Betty Creecy," as she was known at Saint Mary's in '72, was the daughter of Col. R. B. Creecy, originally of Edenton, but for many years editor and publisher of *The Economist*, of Elizabeth City, one of the best-edited papers of his day; he was the author of "Grandfather's Tales of North Carolina." Mrs. Winston leaves a host of friends. She was laid to rest in the churchyard of Saint Thomas's Episcopal Church at Windsor, N. C.









# Saint Mary's School

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Raleigh, North Carolina

Bulletin

Commencement Number

June, 1922



June, 1922

Series 11, No. 4

# SAINT MARY'S SCHOOL

## BULLETIN

RALEIGH, NORTH CAROLINA

COMMENCEMENT NUMBER

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RALEIGH, NORTH CAROLINA

Entered July 3, 1905, at Raleigh, N. C., as Second-class Matter  
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O God, Holy Ghost, Sanctifier of the faithful, visit, we pray Thee, this School with Thy love and favor; enlighten our minds more and more with the light of the everlasting Gospel; graft in our hearts a love of the truth; increase in us true religion; nourish us with all goodness; and of Thy great mercy keep us in the same, O blessed Spirit, whom, with the Father and the Son, together, we worship and glorify as one God, world without end. AMEN.

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Almighty Father, whose mercy is over all Thy works, bless, we beseech Thee, with Thy providential care Saint Mary's School and all schools and colleges of Christian education, and prosper all right efforts for their support. Help us in the work being done for the improvement and endowment of this School, to pray earnestly, to labor diligently, and to give generously. Grant to the teachers and the taught the light of Thy Holy Spirit to lead them into all truth and to build them up in Christian Grace and character: for the sake of Thy Kingdom and the honor of Thy name, through Jesus Christ, our Lord. AMEN.



## Alma Mater

(Tune: "Believe Me, If All Those Endearing Young Charms")

Saint Mary's! wherever thy daughters may be  
They love thy high praises to sing,  
And tell of thy beauties of campus and tree,  
Around which sweet memories cling;  
They may wander afar, out of reach of thy name,  
Afar, out of sight of thy grove,  
But the thought of Saint Mary's aye kindles a flame  
Of sweet recollection and love.

Beloved Saint Mary's! how great is our debt!  
Thou hast cared for thy daughters full well;  
They can never thy happy instructions forget,  
Nor fail of thy virtues to tell.  
The love that they feel is a heritage pure;  
An experience wholesome and sweet.  
Through fast rolling years it will grow and endure;  
Be a lamp and a guide to their feet.

May the future unite all the good of thy past  
With the best that new knowledge can bring.  
Ever onward and upward thy course! To the last  
Be thou steadfast in every good thing.  
Generations to come may thy fair daughters still  
Fondly think on thy halls and thy grove  
And carry thy teachings—o'er woodland and hill—  
Of earnestness, wisdom, and love.

H. E. H., 1905.

## Commencement Program

SATURDAY, MAY 20.

- 8:30 p.m. Annual Recital of the Expression Department in the Auditorium.  
Shakespeare's "As You Like It."

SUNDAY, MAY 21

- 8:00 a.m. Celebration of the Holy Communion in the Chapel.  
11:00 a.m. Morning Prayer in the Chapel with Commencement Sermon by  
Rt. Rev. Thomas C. Darst, D.D., Bishop of East Carolina.  
5:00 p.m. Alumnae Service in the Chapel.

MONDAY, MAY 22.

- 11:00 a.m. Class Day Exercises in the Grove.  
4:30 p.m. Annual Alumnae Meeting in the Parlor.  
5:30 p.m. Art and Home Economics Exhibits in the Art Building.  
8:30 p.m. Annual Concert in the Auditorium.  
9:30 p.m. Rector's Reception in the Parlor.

TUESDAY, MAY 23.

- 11:00 a.m. Graduating Exercises in the Auditorium.  
Annual Address by President Howard E. Rondthaler, D.D., of  
Salem College, Winston-Salem, N. C.  
Prayers in the Chapel and Presentation of Diplomas by Rt. Rev.  
Joseph B. Cheshire, D.D., Bishop of North Carolina.

### Saturday

#### THE DRAMATIC CLUB PLAY

Commencement began this year with Shakespeare's "As You Like It," delightfully presented by the Dramatic Club. The interpretation of the play, refreshing in simplicity of background, costumes and action, reflected great credit on the director, Miss Florence C. Davis. The characters, well assigned, were vivid, alive, genuine. At no time did the action drag. The scenery, a simple background of small pine trees artistically arranged, created the atmosphere of romance and adventure ideal for this most charming romantic comedy. The cast of characters was as follows:

DUKE, living in banishment.....		EVELINA BECKWITH
FREDERICK, his brother and usurper of his dominions.....		HELEN BLACKMORE
AMIENS JACQUES FIRST LORD SECOND LORD	} Lords attending on the banished Duke	{ MARTHA T. EVERETT DAISY STRONG COOPER JOSEPHINE GOULD ELIZABETH BALLOU
LE BEAU, a courtier attending upon Frederick.....		LILA CALLUM
CHARLES, wrestler to Frederick.....		ANNIE LOUISE THOMPSON
OLIVER JACQUES ORLANDO	} Sons of Sir Rowland de Boys.....	{ LUCY LAY EUNICE DIXON LENORE POWELL
ADAM, servant to Oliver.....		HELEN BRYAN CHAMBERLAIN
TOUCHSTONE, a clown.....		EDITH. LORRAINE SMYTHE
CORIN SILVIUS	} Shepherds.....	{ EVELYN RANDOLPH TYSON SUSAN FITCHETT
WILLIAM, a country fellow in love with Audrey.....		MARGARET WOOD
ROSALIND, daughter to the banished Duke.....		MARY LOUISE EVERETT
CELIA, daughter to Frederick.....		MURIEL DOUGHERTY
PHEBE, a shepherdess.....		MARJORIE PAGE
AUDREY, a country wench.....		HELEN MUSE
Attendants.....		{ FRANCES HOSKINS ELIZABETH MOORE
Peasants: Isabella Lowry, Augusta Martin, Mary Hardy, Kathryn Hitchcock.		

Honorable mention could be made of all the cast. Mary Louise Everett was a beautiful Rosalind both as a maid and as a masquerading youth; Muriel Dougherty, as Celia, also did excellent work. Lenore Powell was a captivating Orlando, never once losing character. Lorraine Smythe as Touchstone, with Helen Muse as Audrey, won enthusiastic applause. Miss Smythe, who this year has completed the three years' course in Expression, recalled to many of the audience her success, two years ago, as Sir Toby in "Twelfth Night." Another certificate pupil, Daisy Strong Cooper, read well the famous seven ages speech of the melancholy Jacques. The work of Helen

Bryan Chamberlain as Adam, of Evelina Beckwith as the banished duke, and of Marjorie Page as Phebe also deserve mention. The performance, as a whole, was happily free from artificiality and was received with enthusiastic approval by the large audience composed of alumnæ, relatives, and friends of the amateur performers.

### Sunday

The baccalaureate sermon was delivered this year by Rt. Rev. Thomas C. Darst, D.D., Bishop of East Carolina. The *News and Observer* wrote of the sermon as follows:

Following the crowd rarely leads anywhere, the Rt. Rev. Thomas Campbell Darst, D.D., Bishop of the Diocese of East Carolina, told the Senior Class of Saint Mary's School yesterday morning when for the second time since he was elevated to the bishopric he preached the baccalaureate sermon at that institution.

"Be ye not conformed to the world, but be ye transformed," was the text around which Bishop Darst built his sermon. The beacons of history he marshalled before them, men and women who declined to accept the low standards of their day as the standard for their own lives, and in their refusal to conform, paved the way to all the generations who have come after them to better living and higher service to their day.

Abraham, Joshua, Martin Luther, and Latimer and Ridley, who went down to the valley of decision, and came up, often alone in their own generation, but through all the time to come, heroes whose refusal to conform to low standards has lighted the way for the world to better things.

"In a day when the standards of living have fallen a little bit too low, the question comes inevitably to you—'Shall I follow the crowd, shall I conform to the standards of my day, or shall I look up to the hills, and be transformed by the power of God to higher things?'"

"You are living in a day when a stroke for higher and better living will count for far more than it ever counted before. The whole world looks toward America, the only nation whose manhood and whose faith is not spent, for inspiration to go on. In your hands is placed the decision. Will America live up to that great trust? The answer is in the hands of you young women, and of other classes of young men and young women all over this land."

At the five o'clock service Sunday afternoon, the Rector welcomed back to their Alma Mater, the visiting Alumnæ. He spoke of the high place in honest scholarship and high moral standards held for so many years by Saint Mary's School, and appealed to her daughters both young and old, to help maintain this standard by

earnest effort towards progress. Nor were the officers and faculty forgotten; for Mr. Way took this opportunity to thank them and the student body for their conscientious service and loyal co-operation throughout the year.

### Monday

Monday morning at four o'clock, alarm clocks advertised the fact that the Juniors were about the business of the Daisy Chain. At breakfast they were limp but triumphantly sure it was the "prettiest daisy chain ever seen at Saint Mary's!" And so it proved later when at eleven o'clock it was brought in by the Class of '22 led by the Chief Marshal, Lucy Lay, and laid on the ground in front of the Class.

The Class Day exercises, presided over by Mary Louise Everett, the President of the graduating Class, were held, as has long been the custom, in the grove directly in front of Smedes Hall. The roll was called by Hilda Turrentine, Secretary of the Class; Muriel Dougherty read the history of the Class; Louise Egleston, the Poem; Elizabeth Lawrence read the Last Will and Testament of the Class of '22. Then followed a very amusing Class Prophecy by Lenore Powell.

After the Class Songs, Mr. Way presented the graduating class with a picture, a water-color sketch of Blue Mountain Lake, as an expression of his gratitude for their co-operation in upholding the ideals of Saint Mary's. Two members of the incoming Senior Class, Lucile Dempsey and Martha Best, brought forward the picture, unveiled it, and placed it on the ground directly in front of the table at which Miss Everett was presiding. To Lenore Powell and Louise Egleston was awarded the Stone loving cup for the best literary program of the year. Then came the moment of excitement for the Literary and Athletic Societies. By Evelina Beckwith, President of Epsilon Alpha Pi Literary Society, was presented to Josephine Rose, President of Sigma Lambda Literary Society, the cup for winning the literary contests; by Julia Winston Ashworth, President of the Mus, was presented to Dorothy Nixon, President of the Sigmas, the banner for winning the championship for the year 1921-22.

Miss Helen Budge, the editor-in-chief, then read the dedication of the Annual Muse to Miss Lizzie H. Lee, and gift copies of The Muse were presented to the Bishop, the Rector, the Commencement speakers and others.

Miss Everett, representing the Senior Class, announced as the gift of the Class of 1922 to the School, a drinking fountain to be placed on the ground floor of Smedes Hall. After the Seniors had sung "Good-bye, School," there was a thrilling twenty minutes for the giving out of the annuals.

The members of the Alumnae Association held their annual banquet at the Woman's Club at 1:00 p. m., entertaining as guests the members of the graduating class, Mr. and Mrs. Way, and such members of the faculty as they wished to honor in that way.

### **Alumnae Meeting—Alumnae Luncheon**

The annual Alumnae Luncheon held on May 22d at the Woman's Club was, as usual, a most delightful affair.

The Raleigh Chapter, headed this year by Mrs. R. B. Raney and her able assistants Mesdames Louise Mahler, John London, J. J. Bernard, and Miss Mattie Bailey, managed to turn that most business-like of places, the Club Assembly Hall, into a bower of beauty. Larkspur, sweet peas, pinks, and other old-fashioned flowers twined themselves as if by magic through lattices, hung gracefully upon the small stage and showered the long tables in profusion. By each guest's plate was a tiny, exquisite bouquet—the work, it is said, of the diligent fingers of the Misses Lucy and Albertina Moore, and Elizabeth Dortch. Across the stage hung Japanese lanterns, also adding their touch to the pretty background, where sang and danced the three little maids from Japan, Peek Bo, Pittising and Yum-Yum, and the stalwart lover Nanki-Poo and his jealous rival Ko-Ko. Straight from the land of the Mikado they seemed to come for the entertainment of the visitors, but they were only present-day Saint Mary's girls entertaining Saint Mary's girls of other years.

There were a hundred and fifty-one Saint Mary's daughters gathered, from "Miss Katie" who came to school in '67 to the grad-



uates of 1922. One class, that of 1918, had its reunion, and joyously did the members greet each other. The room was filled with happy chatter as old acquaintances were renewed amid the serving of the delicious luncheon. Mrs. Warren Way, our Rector's wife, acted as toast-mistress and at her call some of the older alumnae rose and told of their classes of bygone days. Of course as "oldest living alumna" Miss Katie led with memories of Dr. Aldert Smedes' time; and others rose and spoke tenderly of their fellow classmates and the honors won in the "old days."

A business meeting followed the luncheon, presided over by Mrs. Watkins Robards. She rendered a splendid report of her work as president for the year just ended, and presented Miss Davis of Saint Mary's faculty, to tell the Alumnae something of the spectacular pageant "The Cross Triumphant," just held in Washington, D. C. Miss Davis had just witnessed this pageant and was so moved by its splendor, beauty, and dignity that she quite stirred the Alumnae. They were unanimous in wishing to present the pageant at Saint Mary's in the fall for the benefit of the endowment fund. But it was felt by every one present that the deeply religious sentiment of the pageant and the good rendered Saint Mary's by the uniting of all her loyal daughters in one concerted effort in her behalf would far outweigh any money gained. Numbers offered their support in sponsoring different scenes, and later on a Pageant Committee was formed with Mrs. Nannie Ashe as chairman, and a score of enthusiastic helpers at her call.

Officers for the Alumnae Association for 1922-1923 were then elected, as follows: Mrs. Louis Sutton, president; Mrs. Robert Miller, vice-president; Miss Kate McKimmon, secretary; Miss Louise Busbee, assistant secretary, and Mrs. W. A. Withers, treasurer.

Guests and delegates at the luncheon were from the chapters of Chapel Hill, Charlotte, Durham, Hillsboro, Louisburg, Rockingham, Portsmouth, Va., Scotland Neck, Edenton, Winston-Salem, Tarboro and Raleigh.

CANTEY VENABLE SUTTON.

A pleasant interruption in the strictly school festivities was made by a garden party given five p. m. Monday, at the home of Mrs. Samuel Lawrence. The guests were visiting relatives of the graduating class and the officers and members of the faculty of Saint Mary's. This courtesy of Mrs. Lawrence's was fully in keeping with the gracious spirit of hospitality which has been shown by her throughout the year to Saint Mary's School.

### Art and Home Economics Exhibits

On the second floor of the Art Building were two interesting exhibits. Of the Art Exhibit, the *News and Observer* said:

A visit to the studio is unusually worth while this year. It is a large exhibit and displays some excellent work. Ten beginners make a good showing with their studies of blacks and shaded still life. The most striking designs are four by Macon Walters, Joe McMillan, Katherine Hitchcock, and Nellie Newton. An interior done by Isabella Lowry catches the eye.

In the second year work the tinted charcoal is very attractive. "Apples," by Elizabeth Cheatham, and "Bottles," by Lucile Dempsey are well rendered.

Among the original posters all of which are done in true poster style, the best three were done by Joe McMillan, Elizabeth Cheatham and Dorothy Jones. "Wistaria" and a "Sketch of West Rock" by Anne Jordan are well done.

Four girls are taking their certificates in Art this year. Van Cleve Wilkins has done splendid work in oils. The "Window with sun light streaming through" is effective. Some good time sketches done in two to four hours and a group of "Bottles," were displayed. Josephine Forbes' "Interior" and "Fruit" are very pleasing. Lucile Dempsey has three "Outdoor sketches" and "Vegetable group." Josephine Rose's "Cheese group" and "Sweet Williams" and a delicate toned Venetian scene stand out.

Altogether, it is a fine showing of hard earnest work on the part of the students and their teacher, Miss Clara Fenner.

In the room next to the studio, second year students of Domestic Art showed the results of their last half-year's work. Dainty creations of bright-colored organdies, hats to match, and exquisitely made underwear were pleasingly displayed.

## Annual Concert

The annual concert, given in the Auditorium at 8:30 p. m., under the direction of Mr. William H. Jones, was a splendid success, each member receiving genuine applause.

The stage with its background of green and Dorothy Perkins roses made a fitting background for the girls in their white frocks.

Miss Marjorie Page with her clear dramatic soprano voice and captivating manner won the audience. In "Caro Nome" from *Rigoletto* by Verdi, her high notes were sweet and clear. Miss Bessie Brown was at her best in the "Irish Love Song," by Lang. Her diction was splendid, every word being heard by the audience. A piano solo, "Pompadour's Fan," Cadman, by Miss Elizabeth Ragland was a favorite. Other numbers on the program were: a vocal solo, "Philomel" Cadman, by Miss Sarah Harrell; a vocal solo, "Morning" Oley Speaks, by Miss Helene Higgs; a piano duet, "Le Soir," Chaminade, by Miss Lucy Tucker and Miss Fox. Other piano numbers were: "Ballet," Chaminade, Miss Martha Gresham; Nocturne in G Minor, Chopin, Miss Annie Louise Thompson; "Chromatic Waltz," Godard, Miss Mary Powell; "Impromptu," Faure, Miss Virginia Thigpen; "Impromptu," Chopin, by Miss Louise Eggleston.

After the concert Rev. and Mrs. W. W. Way entertained at a reception in the school parlors in honor of the Senior Class. The receiving line was composed of Rev. and Mrs. Way, Bishop and Mrs. Joseph Blount Cheshire, Dr. Howard E. Rondthaler, president of Salem College; Bishop Darst, of Wilmington; Miss Katie McKimmon, Miss Morgan, Miss Turner, and the members of the Senior Class. Receiving in the hall were: Miss Lizzie Lee and Mr. and Mrs. W. E. Stone.—*The News and Observer*.

## Tuesday

### The Commencement Day Exercises

At 11 o'clock the Auditorium was thronged with friends and relatives of the graduating class. In a few minutes, the student body, dressed in white, were seated in the places reserved for them in the front seats of the Auditorium; the certificate pupils directly in front of the stage. Then, when the Trustees had taken their places on the platform, the twenty-two graduates in caps and gowns were led in by their Marshal, Helen Webb. The following program was presented:

Prayer.....	RT. REV. JOSEPH BLOUNT CHESHIRE
Song.....	By the School
Salutatory.....	LOUISE AIKEN EGLESTON
Class Essay: " <i>Cullud</i> " Folks.....	ELIZABETH LEWIS LAWRENCE
Address .....	REV. HOWARD E. RONDTHALER, D.D.
Valedictory.....	MARY WIATT YARBOROUGH
Announcement of Honors.	
Presentation of Diplomas, Certificates, and Distinctions.	
Song.....	By the School

The *News and Observer* said of Dr. Rondthaler's speech:

Dr. Rondthaler's speech was full of rippling wit and sound common sense, which showed in him not only the theologian and educator but the humorist and the thinker. He would speak, he said, on the by-products of education. In a few words he brought home to the audience the importance of by-products in the commercial and industrial world, showing the sheer romance in the sudden rise to predominance on the part of the humble cotton seed and the despised coal-tar.

"If these things are true in the commercial world," he said, "may we not apply the same theory with the same expectations to the process which we term 'formal education?' May we not miss the primary product for which we sought in education and yet obtain a dross more precious than the gold?"

"One of the chief by-products and hand-maidens of Science is mathematics, that terrible Waterloo of so many conscientious students. And yet when we seek to find the by-products of Math we run across such shining virtues as Care, Deliberation, Accuracy, Consecutiveness, and power and delight in Reason. I am always afraid to argue, to debate or to reason with a man who has not mastered the fundamentals of Math, for in the last analysis the only reason he can give for his views is 'just because.'

"There is a high moral joy that comes to the student as a result of the sacred service of mathematics in its merciless exposure of error. There is also a kind of a divine satisfaction in the infinitudes of the ratio 'Pi' and in the endless curves of the sweeping parabola. I am sure that such infinite facts must lead straight to God."

"The by-product of history is a well-founded optimism," Dr. Rondthaler continued, paying a high compliment to Kemp Plummer Battle; his history teacher at the University of North Carolina. "You may forget every date from cover to cover in the history book, and yet obtain the inspiring by-product of the course."

Dr. Rondthaler spoke of the delay in creating a Congress for the United States following the Revolutionary War. "In view of present-day conditions," he said, "I have my doubts whether the ultimate establishment of the Congress was such a fortunate step, after all."

"The by-products of language is in the words themselves. It is most interesting to notice the thrilling history of the every-day words that have come on

long pilgrimages from Damascus, Gaza, Calcutta, and other out-of-the-way places to lend themselves to our tongue-tips in the embellishment of our daily speech.

"Think of the suggestions of words in the light of their own significance. How the word 'trivial' comes from the Latin 'tres via,' meaning three ways; how 'rival' formerly meant the opposite sides of a river; how 'derrick' was the name of England's most expert hangman, and how 'tariff' takes its name from the piratical cliffs of Spain—a touch of it yet, methinks, in the modern application of the word.

"The noblest by-product of the arts is service, for we would miss the highest part of the mastery of the arts if service to others did not grow out of it. And yet service is not service unless it embraces the principles of conscious self-sacrifice.

"We come to the greatest by-product of all education," Dr. Rondthaler concluded, "when we read in the unaffected text of Luke how at the age of twelve a young man journeyed up from his native Nazareth to the great college at Jerusalem, and there, after three days of study with the intellectual pre-dominants of the world, went back to his native village with the destiny of the world in his bosom."

The latter part of the exercises were held in the chapel, where the program was:

Processional Hymn, No. 396: "Ten Thousand Times Ten Thousand."

Scripture Lesson.

Benedictus.

Creed.

Prayers.

Hymn No. 311: "Ancient of Days."

Presentation of Diplomas.

Address to Graduates.

Prayers and Benediction.

Recessional Hymn: "Jerusalem, High Tower."

Of Bishop Cheshire's address, *The News and Observer* said:

#### DUTY TO BE BEAUTIFUL

"I want you all to be beautiful," said Right Rev. Joseph Blount Cheshire, Bishop of the Diocese of North Carolina, to the graduating class, in the chapel, after the diplomas had been presented. "It is your duty to be beautiful. This is easy for some and difficult for others, and you must remember that to be truly beautiful is to be satisfying to both mind and eye, with a true sense of proportion and a certain charm and grace which defies definition.

"It is your duty to value this beauty and to cultivate it carefully, with due regard to your health, for our bodies are largely what we make them, and health is one of the primary assets to beauty of the mind and body.



"Physical beauty is not vain and useless, as certain philosophers will tell you," the Bishop said. "When you hear such statements, you do not believe them, for they are not so. But you must take care that your beauty is both unconscious and unselfish, for when it ceases to be so, it decays at the root and loses the very spirit of beauty itself.

"The best and most potential kind of beauty is beauty of the heart and mind, which so shines out through the body that physical shortcomings are hidden and, indeed, in many cases, entirely eliminated, and through a kind of spiritual alchemy those faces which nature has given less beauty than others are imbued with a radiant charm.

"Thus we see that it is the whole personality that is beautiful in the truest sense of the word, and not a mere part of the body. You must endeavor to make your physical and spiritual attributes more beautiful, remembering all the while that physical attractiveness is not a crime, but that 'a thing of beauty is a joy forever.'"

The service was attended by two bishops—Bishop Cheshire and Bishop Darst. Other clergymen in the chancel were: Rev. J. E. Ingle, Rev. M. A. Barber, Rev. T. T. Walsh, Rev. F. P. Lobdell, Rev. R. B. Drane, Rev. George F. Hill, Rev. Cary Beckwith, and the Commencement speaker, Rev. Dr. Rondthaler.

The following trustees were present: Dr. R. H. Lewis, Judge William Hoke, Col. C. E. Johnson, Dr. William Egleston, Mr. Thomas Battle, Mr. W. A. Erwin, Mr. George C. Royall, Mr. Charles Root.

After the benediction was pronounced by Bishop Cheshire, the procession marched out of the chapel in the following order: Students, graduates, faculty, trustees, and clergy. A long line was formed, from East to West Rock, to honor the clergy and trustees, who walked past them. Then the chief marshal, standing beneath the rose arch, ended the school year of 1922 with the words, "School is dismissed."



## The 1922 Commencement Awards

### CLASS PROMOTIONS, 1922

#### TO BE SENIORS

Mary Elise Ballard	Edwina McMillan
Elizabeth Wiggins Ballou	Edith Imogene Riddick
Grace Elizabeth Barbour	Laura Clark Smith
Martha S. Best	Ruth Doris Swett
Daisy Strong Cooper	Virginia Gray Thigpen
Lucile Margaret Dempsey	Evelyn Lee Way
Martha Caroline Gresham	Mary Elizabeth Webb
Annie Elizabeth Hickerson	Helen Bond Webb
Ida Newsom Hinnant	Van Cleve Wilkins
Claudia Jones	Marjorie Willard
Elizabeth Webb Josey	Margaret Raeburne Wood
Lucy Fitzhugh Lay	Nellie Jane Wynne
Mary Elizabeth Ziegler	

#### TO BE JUNIORS

Ethel Hall Battle	Caroline Pasteur Holmes
Blanche Bonner	Addie Currier Huske
Huldah May Brinkley	Nancy Johnston
Helen Bryan Chamberlain	Anne E. Jordan
Annie Thomas Davenport	Lucy Henderson Kimball
Susan MacPherson Divine	Lucy George Kittrell
Sophie Bonham Egleston	Alla Pittman Meredith
Catherine Fisher	Betty Parsons McConnell
Inez White Gold	Jo Haywood McMillan
Lou Jones Hairston	Marjorie Helen Page
Sarah Moore Harrell	Clare Ethel Spence
Josephine Gulley Harris	Ruth Herbert Buxton White
Leone Hardy Hines	Margaret Whitehead
Mary Elizabeth Yarbrough	

#### TO BE SOPHOMORES

Adna Lee Bailey	Robbie Louise McLean
Evelyn Gray Bartholomew	Catherine Allie Newton
Mary Wilson Bohannon	Mary Elizabeth Powell
Elizabeth Cheatham	Florence Virginia Reinhart
Alice Clarke	Elizabeth Bryan Rose
Mary Louise Collier	Mary Grundy Rotter
Clara Elizabeth Garrett	Annie Ruffin Sims
Josephine Faithful Gould	Eugenia Flanders Trexler

Katherine Harden  
 Lila Dinavant Henkel  
 Kathryn Ogden Hitchcock  
 Dorothy Payne Jones  
 Isabella Lowry  
 Rachel May Moore  
 Elizabeth Wooten McKenzie

Madeline Tripp  
 Evelyn Randolph Tyson  
 Mildred Moore Waddell  
 Macon Walters  
 Jessie E. White  
 Anna Boyd Wilson  
 Sara Womble

## TO BE FRESHMEN

Charlotte Stuart Armstrong  
 Emily Roper Burgwyn  
 Dorothy Dougherty  
 Martha T. Everett  
 Mary Perkins Gale

Emily Elizabeth Hadlow  
 Elizabeth Whitney Holt  
 Willie Johnston  
 Katherine Currin Morris  
 Elizabeth Ragland

Louise Scott

## THE HONOR ROLL

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

- (1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Rector, and without lawful excuse.
- (2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least 75 per cent.
- (3) She must have maintained an average of "Very Good" (90 per cent), or better, in her studies.
- (4) She must have made a record of "Excellent" (less than two demerits) in Deportment, in Industry, and in Punctuality.
- (5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

## THE HONOR ROLL OF 1921-22

Mary Wiatt Yarborough.....	92.
Edith Lorraine Smythe.....	90.97
Jane Hodgson Turner.....	90.9
Ruth Doris Swett.....	90.6
Louise Egleston.....	90.11
Mary Benthall Hardin.....	90.

## THE NILES MEDAL

The Niles Medal, for General Excellence, was instituted by Rev. Charles Martin Niles, D.D., in 1906. It is awarded to the student who has made the best record in scholarship and deportment during the session.

The medal is awarded to the same student only once.

The requirements for eligibility are:

(1) The student must have taken throughout the year at least "15 points" of regular work, and have satisfactorily completed this work, passing all required examinations.

(2) She must have been "Excellent" in Deportment.

(3) She must have taken all regular courses assigned, and have done satisfactory work in them.

(4) She must be a regular student of the College Department.

In accordance with these conditions, the sixteenth award of the Niles Medal is made to Miss Mary Wiatt Yarborough, Louisburg, of the Senior Class, whose average for the year is 92.

## AWARDS IN THE MUSIC DEPARTMENT

## CERTIFICATE IN VOICE

Bessie Rose Brown.....Greenville, N. C.

## CERTIFICATE IN PIANO

Louise Aiken Egleston.....Hartsville, S. C.

## THE ART DEPARTMENT

## CERTIFICATES

Josephine Lewis Forbes.....Tarboro, N. C.

Margaret Lucile Dempsey.....Goldsboro, N. C.

Josephine Mann Rose.....Henderson, N. C.

Van Cleve Wilkins.....Athens, Ga.

## THE HOME ECONOMICS DEPARTMENT

## CERTIFICATES

Eunice Loraine Stockard.....Raleigh, N. C.

## CERTIFICATES IN DOMESTIC SCIENCE

Alla Pittman Meredith.....Tarboro, N. C.

Louise Jones Hairston.....Reidsville, N. C.

THE ELOCUTION DEPARTMENT

Edith Lorraine Smythe.....	Strawn, Texas
Daisy Strong Cooper.....	Oxford, N. C.

THE BUSINESS DEPARTMENT

FULL CERTIFICATES

Ruth Agnes Farr.....	Cleveland, Ohio
Mary Bridgeman Little.....	Washington, N. C.
Eva Pailin McMullan.....	Elizabeth City, N. C.
Charlotte Bryan Rodman.....	Washington, N. C.
Marcia Lingo Wilcox.....	Morristown, N. J.
Sarah Luranah Wright.....	Centreville, Md.

CERTIFICATE IN STENOGRAPHY AND TYPEWRITING

Barbara Pow Ambler.....	Asheville, N. C.
Madge Purstelle Blakely.....	Kingstree, S. C.
Mary Benthall Hardin.....	Wilmington, N. C.
Mary Hester Lewis.....	Tarboro, N. C.
Margaret Anderson Matthews.....	Raleigh, N. C.
Lydia Virginia Storr.....	Raleigh, N. C.
Edith Lorraine Smythe.....	Strawn, Texas
Pauline Lyon Taylor.....	Pittsboro, N. C.
Jane Hodgson Turner.....	Henderson, N. C.

CERTIFICATE IN TYPEWRITING

Catherine Hill Stephenson.....	Raleigh, N. C.
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## RECESSIONAL HYMN

Jerusalem! high tower thy glorious walls,  
Would God I were in thee!  
Desire of thee my longing heart enthralls,  
Desire at home to be;  
Wide from the world outleaping,  
O'er hill and vale and plain,  
My soul's strong wing is sweeping,  
Thy portals to attain.

O gladsome day, and yet more gladsome hour!  
When shall that hour have come  
When my rejoicing soul its own free power  
May use in going home?  
Itself to Jesus giving,  
In trust to His own hand,  
To dwell among the living  
In that blest Fatherland.

What throng is this, what noble troop, that pours,  
Arrayed in beauteous guise,  
Out through the glorious city's open doors,  
To greet my wondering eyes?  
The hosts of Christ's elected,  
The jewels that He bears  
In His crown selected,  
To wipe away my tears.

Unnumber'd choirs before the Lamb's high throne  
There shout the jubilee,  
With loud resounding peal and sweetest tone,  
In blissful ecstasy;  
A hundred thousand voices  
Take up the wondrous song;  
Eternity rejoices  
God's praises to prolong.

## THE GRADUATES

## THE CLASS OF 1922

Julia Winston Ashworth.....	Warrenton, N. C.
Evelina Gilbert Beckwith.....	Lumberton, N. C.
Helen Porter Budge.....	Miami, Fla.
Elizabeth Warwick Cheek.....	Henderson, N. C.
Muriel Dougherty.....	Washington, D. C.
Louise Aiken Egleston.....	Hartsville, S. C.
Mary Louise Everett.....	Rockingham, N. C.
Susan Virginia Fitchett.....	Cape Charles, Va.
Josephine Lewis Forbes.....	Tarboro, N. C.
Kittie Lee Frazier.....	Raleigh, N. C.
Eva Lee Glass.....	Orlando, Fla.
Mary Louise Harding.....	Greenville, N. C.
Frances Springer Hoskins.....	East Las Vegas, N. M.
Elizabeth Lewis Lawrence.....	Raleigh, N. C.
Dorothy Gordon Nixon.....	Hertford, N. C.
Lenore Christine Powell.....	Jacksonville, Fla.
Josephine Mann Rose.....	Henderson, N. C.
Minnette Gordon Thompson.....	Jacksonville, N. C.
Hilda Grace Turrentine.....	Kinston, N. C.
Eugene Marion Wise.....	Lincolnton, N. C.
Daniel Beatrice Woodeson.....	Raleigh, N. C.
Mary Wiatt Yarborough.....	Louisburg, N. C.

## The College Honors of 1922

## SALUTATORY

It is a rare privilege which I have of welcoming back to Saint Mary's so many of our old friends who have trod before us the paths which we are leaving today—paths which we cannot help but feel are sacred. These old friends will know something of what we Seniors feel today as we leave forever the grove of stately oak trees and the dear little chapel, so famed in song and story.

And to our new friends, here for the first time, I want to say that we hope and feel sure that you will be back again, year after year, as old friends.

On behalf of the Senior Class of 1922 I bid you all welcome to the graduating exercises of this Eightieth Commencement.



## The Class Essay

### "CULLUD" FOLKS

When I read books written by morbid, brooding negroes who feel upon them the shadow of their race, I am dazed and hurt. When I come in contact with pushing, impertinent darkies, it leaves a bad taste in my mouth. But I love "cullud" folks—those happy, care-free people who have always been my friends and whom I dislike to consider a problem.

Much has been written about that picturesque darkey—the slave of *ante-bellum* days—and still he is ever fresh and interesting, with his quaint, olden-time courtesy and unique observation of life. When the grey shadow of war passed away from the South, the slaves found themselves free. Freedom was to them a magic pass-word—an open sesame, which unlocked the doors of happiness. Eager to experience this long-dreamed-of miracle, they hurried away from the plantations on which they had spent their lives. With a childlike simplicity they expected to be clothed and fed just as they had always been. If a negro were asked whether he would hire himself, he would answer, arrogantly, "Naw, suh; I ain't goin' ter wuk no mo'; I'se a free nigger."

A little bird, loosed from captivity, soon beginning to feel lost in the vastness of a strange and unfamiliar world, turns again to the friendly protection of the cage which it once looked upon as a prison. In the same way the darkies' thoughts turned with a wistful longing to the old life and their kind masters when, the novelty of freedom having worn off, they found it not to be what they had imagined. Howard Weeden has beautifully expressed this feeling in the lines of some of his "Bandanna Ballads":

"I long to see a cotton field  
Once more before I go;  
All hot an' splendid roll its miles  
Of sunny summer mow."

"I long to feel de warm, sweet wind  
Blow down de river bank,  
Where fields of waving sugar-cane  
Are growing, rich an' rank."

And again:

"Dar's always something wantin'  
In my joy at bein' free,  
When I think ol' master didn't  
Live to share dat joy with me."

"Dem was mighty big plantations  
Dat he owned before de war,  
An' he, de kindes' master  
Dat darkies ever saw."

As he brushed up against the world in the struggle to make a living, the darkey lost the unique personality that he had acquired on the isolated plantations, and his quaint dialect faded into ungrammatical English.

Thus, with the passing of the conditions that had nurtured them, the slaves gave way to the rise of a new generation. But they are not entirely gone, for they have a special place in the memories of those who knew them. They still live in the droll tales of Joel Chandler Harris and in Thomas Nelson Page's exquisitely tender romances of the South that is gone. So strong is the appeal of this childishly simple folk of bygone days that we have given them in our memories a sort of halo, and have clothed them in a golden haze of romance which the prosaic generation of today rejects as too ideal. Yet I think he deserves all that has been attributed to him—this faithful slave of the past. Simplicity was his greatest charm, and loyalty his greatest virtue. The "quality negroes," as they were called, were as snobbish as the Carrolls of Carrollton. They were proud of the aristocracy and elegance of their "white folks," and never tired of singing their praises. The house servants, living as they did in close contact with their owners, soon began to imitate

them in manners and morals. They caught the spirit of hospitality and cordiality so characteristic of the Southerners. When "company" came, there was always Uncle Jim to take their horses to the stable. Curtseying and smiling behind her mistress was Mammy Chloe, waiting to carry the guests to their rooms and perform a dozen little services that were small in themselves, but added much to one's comfort and ease. The bond of love and devotion between the slaves and their masters cultivated in the latter not only mannerisms of kindness and charm, but also deeper emotions.

That there is a deep appreciation of kindness in the negro's heart is manifested in the manner that the slaves carried on the work of the plantations while their masters were away at war, and in the dog-like fidelity with which they stayed with the women and children. The shrewd cunning of these old darkies is seen in their amusing encounters with the Federal soldiers. In "Order Number 11," a novel of plantation life in Missouri, there is the story of a young Confederate who came back from war wounded, and found his home abandoned. His old mammy, who had refused to leave, was the only living soul on the place. She took him into her little cabin and cared for him with as much tenderness and devotion as his own mother could have shown. When the Union soldiers marched by, the crafty old woman hung in a prominent place a United States flag which she had gotten from goodness knows where. When the Confederate soldiers knocked on the door, she quickly hid the flag and brought out the grey uniform of her young master.

There was in the darkey's mind a hazy idea of the Union soldier who was giving him freedom, but when the Yankee actually appeared on the scene the darkey edged nearer to his mistress. If it came to a choice between one of his white folks and a strange soldier, the darkey did not hesitate. Such a situation is given in Uncle Remus's "Story of the War":

"I wuz standin' dat away in de aige er de woods, lookin' out 'cross a clearin'," Uncle Remus said, "w'en—piff!—out come a little bunch er blue smoke from de top er wunner dem big, lonesome-looking pines, en den—pow! Sez I ter myse'f, sez I, 'Honey, you're right on my

route, en I'll des see w'at kinder bird you got roostin' in you'; en whilst I wuz a-lookin', out bus' de smoke—pif! en den—bang! Wid dat I des drapt back inter de woods, en sort a skeerted 'roun', so's ter git de tree 'twixt me en de road. I slid up putty close, en wadder you speck I see? Des ez sho's you're settin' dar lissenin', dey waz a live Yankee up dar in dat tree, en he was a-loadin' en a-shootin' at de boys, des ez cool as a cowcumber in de jew, en he had his horse hitched out in de bushes, 'kaze I hear de creeter tromplin' 'roun'. He had a spy-glass up dar, en wiles I was a-watchin' un 'im, he raise 'er up en look throo 'er, en den he lay 'er down en fix his gun fer ter shoot. I had good eyes in dem days, ef I ain't got 'um now, en 'way up de big road I see Mars Jeems a-comin'. Hit wuz too fur ter see his face, but I know'd 'im by de filly w'at I raise fer 'im, en she wuz a-prancin' like a school-gal. I know'd dat man wuz gwineter shoot Mars Jeems ef he could, en dat wuz mo' en I could stan'. Many's en many's de time dot I nuss dat boy, en helt 'im in dese arms, en toted 'im on dis back, en w'en I see dat Yankee lay dat gun 'cross a lim' en take aim at Marse Jeems, I up wid my ole rifle en shet my eyes en let de man have all she had."

"Do you mean to say," the Northern lady to whom Uncle Remus was telling the story, inquired indignantly, "that you shot the Union soldier, when he was fighting for your freedom?"

"Co'se, I know all about dat," responded Uncle Remus, "en it sorter made cole chills run up my back; but w'en I see dat man take aim, en Marse Jeems gwine home ter Ole Miss en Miss Sally, I des disremembered all 'bout freedom en I lammed aloose."

Negroes often show this touching devotion to the white families to whom they consider they belong. There is an old colored man who lives at the Soldiers' Home in Atlanta. "Ten Cent Bill" they call him, because, for every job, be the service great or small, he charges the same price, ten cents. Before the war, Bill was a slave and when his master went away to fight he went with him as his body servant. After the war Bill's master went to live at the Soldiers' Home and he was not forgotten by the faithful servant who shared his fortunes in peace and in war. Often Bill came to see his

old master bringing him tempting delicacies or small sums of money as offerings of love and gratitude. When his master died, Bill brought money to the other old soldiers and now he lives at the Home himself and still charges "ten cents" for every job.

The old darkies who took care of the white children loved them as much as their own pickaninnies and lavished much more affection on them. Fortunate is the child who has for a nurse a real old-fashioned mammy. I was only five when my own "Mammy Caline" died, but my vivid memories of her have been refreshed from hearing again and again of her amusing speeches. Mammy had not belonged to our family originally and her favorite threat when I was naughty was, "En if 'n you ain't gonna do like Mammy says, I's goin' right straight back to de Dickey's, deed I is." At that point I always wept and was ready to promise anything. When she was going to scold me Mammy invariably began with, "I tell you de truf 'Lizabeth" and I knew what was coming and begged "Don't tell me that truth Mammy, please don't tell me that truth." Mammy had great disdain for my young Mother's attempts at taking care of me. One afternoon, when I was playing on the porch, I tumbled down the steps. Before my frightened Mother could get to me Mammy had rushed out of the house like a whirlwind and gathered me into her comforting arms. As she rubbed my bruises and soothed my rumpled feelings, she muttered to herself in a conspicuously audible undertone, "Miss 'Lizabeth ain't fitten fer ter take care ob dis chile, nohow. She doan pay no mo' 'tention to 'Lizabeth den if she wuz a Jack-rabbit." It was a day of gloom when Mammy died. The house seemed full of shadows and the atmosphere was heavy with a penetrating sadness. It rained and rained and Mother cried and cried. No one paid any attention to me and I seemed always in the way. At last feeling hurt and lonesome I stole into the nursery and cried myself to sleep.

There are few of the old slaves left now, for after the war when the slow and painful work of reconstruction began in the South the negroes left the plantations. Some of them went into "public work,"



that is work on the new railroads which were being constructed. Sometimes the farm negroes took up this work for a while after "laying by" time, leaving their families to gather the crops.

At the railroad camps the negroes lived in temporary shacks weatherboarded with rough lumber; the only furniture being the double-decked bunks which were nailed to the walls. The bed clothing was simple; straw for a mattress, straw for a pillow and sheets of straw. But the darkies didn't mind that. Slumber-land is the darkey's heaven and he is equally comfortable on the floor or on the softest bed. Sometimes as many as thirty-two negroes were crowded into one of these small three-roomed shanties, but in ordinary times the average number was eighteen.

When they were not in their shacks the darkies spent their time at the "commissary" where they went to shoot craps or lounge on the counters and swap jokes and tell stories. The commissary was the supply store and the darkies could buy articles there on the security of "tickets" which represented their wages. When an article was purchased the ticket was punched for that amount and at the end of the week, the laborer received in cash the remainder of his wages. "Is de Commissary open on Sunday?" one darky asked of another. "Yeah," was the reply, "but when yo' comes out, yoah ticket is gwinter look like a sieve."

The darkies said they were worked from "can't to can't" which means from the time you can't see in the morning until the time you can't see at night. When work was over they sat on their doorsteps and sang. Singing is as natural to a darky as talking. The songs were very amusing and pictured with a certain dry humor the characteristics of the railroad camp life. One of these droll melodies had its origin in the preposterous lies told the darkies by the labor agents who were paid so much for every hand they brought into camp. These men had no scruples about inveigling the darkies to leave their homes by telling them marvelous tales of easy work and high wages. The darkies, of course, were chagrined and sorely disappointed when they arrived at camp and failed to find the ideal conditions which they had pictured. Too ignorant to figure out what was due on their



commissary tickets, when pay day came, no matter how much money they received they were never satisfied and always felt cheated. The song ran like this:

“Yo’ kin wuk on de railroad,  
Yo’ kin load up de freight,  
Yo’ kin wuk bery early,  
Yo’ kin wuk bery late,  
Meks no diffunce how yo’ shine  
White man’s sho gwinter figger out behind.  
Oh, it’s hard, hard, hard, to be a nigger  
When yo’ can’t get yo’ wages w’en deys due.”

It was during the evening too, that the darkies who were in charge of the cooking prepared the “rations” for the next day. The “rations” consisted mainly of impossible biscuits, saturated with soda and unbelievably hard, made into sandwiches by inserting perfectly indigestible fried eggs and huge hunks of bacon.

Thus the “public work” negroes spent their time—working in the day time as hard as they were made to and not an inch harder; returning at night to make their shacks ring with care free, childish laughter. Just as every dog has his day so has every darky and that day is Sunday. The “public work” darky’s dream of bliss was to have a new pair of shoes every single Sunday, and only patent leather ones would do. He was willing to pay almost any price for them, providing that they were so shiny as to be rivaled only by the sun and his own black face.

When a darky had on “brand-new” shoes and the gayest possible socks he wore without the least compunction the same dingy blue overalls that he had worked in all week, the trousers having been rolled up to display his dazzling footwear. On Monday the new shoes which had been worn with such pride the day before, would tramp away to work, for they must be worn out by the end of the week in order to make way for a new pair the following Sunday.

Happy was the darky who could keep his commissary ticket so free of holes that he would have enough money to buy his new shoes at the end of the week.

For the most part the negroes were respectful to the white men in charge of them and the white men were kind and lenient to their laborers. Of course, there were cases when the darkies were mistreated and not properly cared for, but this was the exception rather than the rule. The darkies called every white man "Captain." They worshipped those that were kind to them and had no use for those that were not. A few of the hands really made some progress in their work and when they got a little above the rest, their feeling of superiority was comical. One of these darkies who was smarter than the others, and got ahead of them, was Tom Brown.

Tom Brown was a typical "railroad nigger,"—big, black, greasy looking. As a half grown boy he had come to the railroad camp from a plantation in South Carolina. One day a young civil engineer came to the camp and asked the foreman for an active negro boy to help him with a piece of surveying. The foreman called Tom, and the engineer was so struck by the honesty and intelligence of the colored boy's face that he hired him at once. Tom soon became very efficient in his work. He learned how to make figures from those on the stakes and soon became so adept in the art of marking them that he excelled all the negroes and most of the white men. He was so proud of his attainments in the engineering profession that nothing delighted him more than to show off before the other negroes. He would stand before an envying and admiring crowd in front of the commissary telling them of his work with ridiculous ostentation and explaining it with the biggest technical words that he could pick up or manufacture. He was exceedingly ingenious in choosing his high-sounding phrases, never missing a chance to put in a word that the other darkies could not understand. He would never say that he had found the point where two straight lines crossed but that he had "established an intersection of tangents." In his own estimation Tom's success was enormous. One day on the train his boss caught him staring out of the window at a group of negroes plowing in the

fields. "Tom," he asked, "what are you studying about?" Tom straightened his lanky frame and answered grandly, "Captain, I wuz jes' thinkin' how I has riz." The civil engineer grew very fond of Tom and kept him even after the particular work for which he had engaged him was finished. There were many splendid traits in the darky, among which loyalty and honesty were not the least. Tom's philosophy of life was to be a "nigger" among white folks and the biggest negro among his own people. Once when he resented his boss calling him "nigger" the white man asked: "Well, Tom, if you aren't a nigger, what in the devil are you?" "Ise a cullud gentaman," was the supercilious reply. "What's the difference?" his boss inquired, and Tom answered, "A cullud gentaman is a nigger wid de principles ob a white man."

There are skeptical white people who believe that negroes are utterly devoid of the "principles of white men." I do not think that this is so, for again and again they show tendencies of reaching out for that which is good and pure. There is in a recent number of the Outlook, a wonderfully sweet and appealing story with a touch of pathos in it—a story which makes one glance up from the page and gaze out of the window for a long time with eyes thoughtful and sad, and mouth turned down at the corners. It is told by Mrs. L. H. Hammond and is about a North Carolina negro, James Dunston. Although he was born before the war, he had never been a slave, for his paternal grandparents had long ago been freed by their master. Once when James was only a child, a negro school was opened in a tumbled-down log cabin near the farm on which he lived with his parents. Eager to learn, he soon knew as much as the negro teacher which was only to read a few detached words. The young negro, however, was undaunted; he wanted to learn to read and he never stopped until he reached his goal, though he had only a blue backed speller and his Bible to learn from and though he had no one to help him and little time to spare from his work in the fields. The ignorance of the darky, his illimitable desire to read and write and his patient effort to learn is pathetic. I remember sitting before the nursery fire with my old mammy, trying to teach her to read the

simple sentences of my little primer. Again and again I spelled out the words for her and with unlimited patience she repeated them after me. So James Dunston struggled alone and after many years of labor he mastered his blue backed speller and became familiar with his Bible. When he grew up and married, James began the same hopeless life that his parents had led, struggling year in and year out to wring a living from the barren soil. Then one year he got a little ahead, not only was he not in debt but there were a few dollars left over. Both ends had met and still there was enough to tie a knot. Little by little the family forged ahead and soon, instead of renting the farm, they owned it.

Colored people seem to have a feeling of responsibility for their own race; just as soon as James Dunston got ahead himself he wanted to help his less fortunate neighbors who were still going around and around in a circle. He knew several white men who trusted him and would lend him money, though they would not lend it to other darkies. So he borrowed enough to buy two thousand acres and on this land he settled a number of colored farmers whom he could trust. As soon as they could, they paid him for the land and he returned the money to the white men from whom he had borrowed it. The negroes given thus a start and a fair chance all made good, for James Dunston lived among them and taught them to improve their crops by methods which from experience he had found to be best. When the first set of farmers had paid for their land and were making a good living, James borrowed more money and bought another tract of land, this time fourteen hundred acres on which he settled a new set of men. For many years James Dunston has lived among his people teaching them how to make their farms pay and showing them by his work and example how to lead good Christian lives. He had always wanted to be a minister but considered himself too ignorant. At last the call in his heart became so insistent that he no longer dared disobey it and he began to preach to the people of his community. They paid him a small salary and after much labor they erected a church. Next, they wanted a school-house. A kind white woman gave them a lot and the county paid

half the expense of the building, the other half being contributed by the people of the community in money or in labor. James Dunston is so old that he can no longer do active work on his farm, but he now has four churches and preaches the gospel with a striking earnestness that touches the hearts of the white people as well as negroes.

This old negro preacher is only one of many negroes who have set quietly to work to improve the conditions of their race. There is Dr. Boyer, the academic head of St. Augustine's. He is a graduate of Yale, a Doctor of Philosophy, and has even studied in Europe. Yet after all these advantages he has come back to the South and cheerfully and earnestly set himself the task of enlightening his people.

Dr. Boyer is a friendly, white-haired negro with a suggestion of "befo' de wah" in his kindly smile and genial manners. When he graduated from normal school he made up his mind to go to college. He went to the president of Yale and said, "I have a good pair of hands, a light tenor voice and twenty-five dollars and I want a college education." He had no false pride, that inconvenient trait of the white race which the negro, fortunately for him, lacks. Dr. Boyer had no objection to letting the menial work of his hands be the means of educating his mind. With the combined efforts of his hands and his voice he worked his way through college.

Dr. Boyer, I met recently at St. Augustine's when he took me around to visit the classes. In nearly every room the students rose as I entered and one of them on the front row placed a chair for me and handed me a text book. Then the class proceeded as if there had been no interruption, neither the teacher nor the pupils seeming in the least disturbed by visitors. Dr. Boyer followed the recitations closely with a twinkle in his eye, never failing to catch a pupil in even a minor mistake and asking questions which showed keen insight and savored of humor. I was especially interested in the primary department. The teacher, a young girl just out of school, was so gentle and so patient with the children and the children themselves were adorable. Some of them glanced at me shyly out of the corners of



their eyes and others grinned broadly. One little brown imp, seated elfinwise on his small chair, screwed his face into hideous contortions for my especial benefit.

Dr. Boyer has kept alive the old negro "spirituals" by teaching them to the students. At night when the world is still, dusky figures glide in the soft starlight between the trees of the campus. One moment there is only the sound of the katydids chirping cheerfully in the trees and the frogs croaking in some nearby pond, then a low wail like the murmuring wind in the pines rises to the treetops. The wail takes form as a chanting melody and the words of "Deep River" or "Steal Away to Jesus," linger in the night air. Darkies love these old folk songs, for they are entirely their own and are the one original characteristic of their race which has been passed unchanged from one generation to another.

A former librarian of one of the large industrial schools for negroes was once asked to address a Bible class of colored men and women in a mission district of New York. When she had finished her talk she said, "You know, when I was at school the students used to sing under my window at night and now that I have come away I miss the haunting melody of the spirituals. Would you sing some of them now?" The white woman who taught the class nudged her anxiously. "Sh-h," she whispered. "They won't like that. They consider themselves far above their slave ancestors and they think the spirituals are a relic of barbarism." But before she could say any more, the Bible class began to sway and they sang the old plantation melodies as only darkies can sing them. When the meeting was over they came up one by one, their eyes shining with tears. "Honey," they said, "we're so glad you asked us to sing, it makes us feel like we wuz back home agen."

The reaching out of the negro toward the ideals of the white race is the most promising sign of progress. When one of the workers was leaving St. Augustine's the darkies who lived in the community around the school came and begged her to stay. "If you'll just come and live among us, you and your mother, and help our girls to go straight," they pleaded, "we'll build you a house right here."



But as I have said, I do not like to think of the negro as a problem. There are so many amusing anecdotes in connection with my quaint friends the "cullud" folk that I want to tell them all and find it hard to choose from such an embarrassment of riches. By picking out a few of these stories I have tried to show the happy, singing nature of the negro and to express the friendly feeling toward them that I keep in my heart, tucked away with the tender memories of my old Mammy.

#### VALEDICTORY

I am glad that I have this privilege of bidding goodbye to Saint Mary's. It is a privilege that makes me sad and glad at once. After a good senior year, which has brought each one of our Twenty-two very near together and has made us feel that our heart and spirit will always be linked in love with our Alma Mater, we wish the girls of Saint Mary's to know what they have meant to us. They have meant the finest of comradeship, the truest of friendship, and the very best co-operation in all things. They have made this year a beautiful one for us, one we shall never forget. We say goodbye to them, to the faculty who have been so sympathetic, to our Rector and to our Lady Principal and finally, with a regret it is impossible to express, to the members of the Class of '22—we are leaving the shady grove, the tall white columns of Smedes Hall, East Rock, the old swing on Senior Hall with a firm desire to come back often to see these beloved spots that have become a real part of us.

MARY WIATT YARBOROUGH.

## The Class Day Exercises

### CLASS HISTORY

1922

The most extraordinary thing about our Senior Class is the fact that none of us went from Freshman to Sophomore, from Sophomore to Junior, and finally attained to the dazzling height of being Seniors, together. We all skipped one class or another. Many dropped by the wayside, as it were, and though we were saddened by their absence still we climbed ever onward and upward until now twenty-two of us have attained the much cherished diploma.

A very few of us were "Preps" together. In those days we never dared dream of ever being Seniors. We merely wondered how they did it.

With dear old "Hunk" Venable at our head we started on the four years towards graduation—four long years. But then we did not think very much about that happy, rather far off prospect. Everything was tinted with a rosy glow of romance. We were carefree, nothing worried us, for—we were Freshmen.

"Sophomores, brave Sophomores." With "Hunk" Venable still our ambitious president, we toiled up the hill, seeking knowledge, much learning and many points. Thus the road to that far-off day in 1922 became shortened and the four years slipped into two.

We are Juniors. Happy day! We wished to dare and do big things and, well, it is a hard matter to do big things when there are only eight of us. We Juniors aimed at originality and, with Margaret Huske as our president, we feel that we achieved our end. Never will we forget the fun and work of the Junior-Senior banquet, the deep anxiety we all entertained as to whether there would be enough cocktails to go around, or the fear that somebody might incidentally be overlooked. Then the daisy chain—long hot hours of gathering in the bright harvest of happy faces, and in the wee, cold hours of the morning the making of them into a long chain of smiling

daisies ready to bid the Seniors a hearty good morning. But we loved doing it for the Seniors and now we can appreciate to the utmost the labor of you all, dear Juniors.

Seniors! How proud we were the day on which we arrived last September and heard the awe-filled whisper of a little new girl, "She's a *Senior*." As we look back on the days of the past year, full of joys and pleasures but not bereft of griefs—such as the many days spent wasting electricity in the vain endeavor to cram one more thing into our already supersaturated heads—we think how extremely lucky we were to have had such a wonderful president as Mary Louise. And now the day of days, the day on which we graduate, has arrived—the prep's fantasy, the Freshman's dream, the Sophomore's desire, the Juniors hope and the Senior's prayer has been realized.

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### The Class Poem

For you, O shady grove, O little chapel;  
For you, O stately oak trees, well known ways;  
For you, O tall white columns, writ in mem'ry  
On other hearts, through countless by-gone days;  
For all that keeps our faith in you, Saint Mary's—  
Our loyalty alive in every heart—  
With lips that frame a word of vain regretting,  
We breathe our love, our thanks before we part.

For you, our friends, who every year have labored  
To make us all we are or hope to be,  
We leave a word in deep appreciation  
Of constant care and service, full and free!  
But most of all to you, dear fellow classmates,  
And you, Saint Mary's girls who every day  
Have won our fullest measure of devotion—  
We leave that love which lips can never say!

## The Prophecy of the Class of 1922

### BILLY'S EVENTFUL NIGHT

Little Billy rubbed his eyes sleepily—it was seven-thirty o'clock in the night-time and very nearly the hour for his peaceful slumbers. But Billy was entirely too hilarious to be daunted by mere sleepy eyes—it was his "birfday"—his sixth birthday, in fact; so he took occasion to request what he felt sure would be forthcoming from his fond, doting parents.

"Take me to the picture show, muvver, please. Daddy tin tum, too, if he'll be dood."

It was not long before they were off. As soon as the little family was safely installed in their street-car seats, Billy burst out with this disconcerting remark, much to the embarrassment of his mother and father:

"Oh, muvver! Who is dat fat lady tummin' down the aisle? I'se so scared dere won't be any woom for her when she sits down!"

The question was answered unexpectedly by an unusually blond wash-lady, who jumped to her feet, upsetting a basket of clothes, meantime.

"Why—why, by George! Cheek! I never would have known you. How—how did you ever happen to get so—fat? You didn't used to be, at all."

"Hi, Bud!" answered the plump one, her chuckles causing little quivers to ripple over her nice fat shoulders. "Didn't know I'd ever see you again, Frances Hoskins. Want to know the way I put on this flesh? I used Dr. Fitchett's wonderful new discovery. You remember Fitchett, don't you? I always did know she would distinguish herself along some line."

At this moment a slim, pretty creature bobbed up, and cried:

"Cheek and Frances Hoskins! Who'd ever have—why, where did you all— Oh, we're almost having a Saint Mary's reunion, all by ourselves, aren't we?"

"Hilda, you're as flower-like as ever!" exclaimed the fat lady. "You must have been living in a greenhouse all these years, to have kept so fresh and pink-looking."

"No, indeed, Cheek. I've been with Ziegfeld Follies. It sure is the life, take it from me."

This little episode was becoming decidedly boring for Billy. Besides, they had arrived at the corner for them to get off. Get off they did, and were very soon occupying their accustomed seats in the moving-picture theater. Billy always insisted upon the bald-headed row, which was an excellent point of view for Billy, but caused poor "muvver" and daddy much painful craning of necks.

"Oh, oh, muvver!" squealed Billy, in unrestrained delight. "Isn't dat a pretty lady widin' that horse? I didn't know dere was gonna be a circus at de picture show."

"Hush, darling," cautioned mother; then, reading softly the caption flashed upon the screen in a vain endeavor to silence Billy—"It says that is Miss Dariel Woodeson, the world's most renowned bare-back rider."

"Ooo! I see a whole lot o' snakes, muvver. Wonder why they don't eat that lady up?"

"It's because she's used to snakes, Billy. It says she was never afraid of animals, even when she was very young. She used to love to play with rats when she was at school. Her name is Miss Dorothy Nixon."

A light was thrown on the screen. It seems that the circus scenes had come to an end. An unusual privilege it was that the audience was to have tonight. The services of a great operatic singer had been engaged, and the awe-inspiring name of the prima donna, Mademoiselle Maria Wiatt Yarborough, sent a tremor of thrills throughout the house.

Billy, not being of an artistic temperament, was glad when it was over, and the distinguished leader of the archestra, Miss Mary Louise Everett, waved her baton and started a perfect riot of crashing music to usher in the wild-west picture that was Billy's special delight.

"Who's the lady what beats the drum, 'Muvver'? She sho can make a heap of noise."

There were quite a few of Billy's questions that stumped Mother for a reply, but the widespread reputation of the person in question made an answer easy.

"That's a lady named Budge, Billy. They call her Miss Helen. You mustn't ask so many questions, honey."

"Oh, you didn't wead me what it said that time. Who is de dirl that man is looking so sweet at, and who has such pretty turls?"

"That's Eva Lee Glass, the second Mary Pickford, Billy."

"I'm sleepy, 'Muvver,' and they don't have any fighting in this picture. Let's go home."

"All right," breathed Mother with a sigh of relief.

Pop-corn was the next desire Billy expressed so away Daddy was dispatched as fast as he could go across the street to the pop-corn stand run by Beckwith, Forbes & Co.

"Oh, dere's my balloon dirl, 'Muvver.' I wants a balloon." A fairy-like little creature danced up, whom Billy addressed as "Miss Libba" and from whom he demanded a "big, wed shiny one."

"Et's not go home on de stweet car. Et's go on the bus, so that nice lady, Josey Rosey, will take up our money."

"Certainly, Billy," meekly acquiesced Mother.

Soon after they had climbed upon the bus, and the "nice Josey-Rosey" had taken up their money, Billy's attentions were attracted by an alluring organ-grinder on the street. Billy was so fascinated by the capers of the monkey that he failed to note the conversation taking place at his side.

"Minette, look there! I do believe that's Muriel Dougherty down there." Even if she did play monkey for all the circuses at school I didn't think she'd spend her life playing with one."

"No, I didn't either, Winkie, but I bet she would be just as surprised to find out what a really successful pair of lawyers we are"—then glancing toward Billy—"isn't that an attractive child?"

"I don't like folks to call me an attwactive child," announced Billy in a loud tone, whereupon Mother blushed painfully. She was inexpressibly glad when they reached their destination.



"Now, Billy," said Mother, as soon as Daddy had latched the door, "you run upstairs and put on your pajamas, and I'll get the glass of milk I told cookie to put on the ice for you."

"Isn't Kitty Lee a nice cookie, 'Muvver'?" enquired the irrepressible Billy.

"Do as I say, Billy. Run right up to bed. Mother's coming."

A terrible crash broke in upon Billy's and Mother's troubled domestic relations. Daddy rushed toward the dining room from which the fearful sound had come. Breathless, Billy listened to scuffling noises. After a moment Daddy reappeared, bringing the culprit firmly but gently by the arm, for the housebreaker was a woman.

"Why, what does this mean, my good woman?" asked Daddy. "What is your name?"

"Mary Harding, sir. I do hope you'll excuse me. I'm not in the habit of breaking into houses. I just did it tonight for a little excitement."

It did not take much arguing and explanation to convince Daddy, because this was indeed an innocent looking lady. He let her go without further words.

After Billy was all tucked in comfy, and had said his prayers, he murmured almost too softly even for Mother to understand, "You gonna let Wisey drive me down town tomorrow to hear the lady at the library tell stories?"

"Whom do you mean, Wisey?"

"Why, the chauffeur, Muvver. Don't you even know her name?"

"Yes, but it's not Wisey. It's Marion Wise, Billy."

"But I calls her Wisey for short, Muvver. Will you let me?"

"Let you what, Billy?"

"Go hear the lady wead, of course. Dat's what I said."

"What lady?"

"Miss Wincie, Muvver, the lady at the library."

"Yes, yes, certainly, Billy," and Mother, leaning over, gave her troublesome young son a much more loving kiss than he deserved. And Billy, after an unusually exciting evening, even for him, sank into the dreamless, peaceful sleep of the very young.

LENORE POWELL.

### **Last Will and Testament of the Class of 1922**

We, the Senior class of Saint Mary's School, of this city of Raleigh, of this County of Wake, of this State of North Carolina, being of supposedly sound mind, memory, and understanding, do hereby make, publish, and declare the following as and for our last will and testament:

Article 1. I, Mary Louise Everett, do hereby will and bequeath to Martha Saunders Best, my following accomplishments, to wit: presiding at Senior meetings, making wise and witty speeches at Alumnæ luncheons and captivating audiences in dramatic club plays.

Article 2. I, Lenore Christine Powell, do devise and bequeath to Marjorie West Willard, my string of crushes with the accompanying flowers, candy, dates in Senior Hall swing and adoring glances.

Article 3. We, Josephine Mann Rose and Evalina Gilbert Beckwith, do hereby will to Lucy Fitzhugh Lay and Daisy Strong Cooper, our extraordinary ability to carry off Model Meetings, literary contests, and Annual debates, that they may succeed in impressing the societies as we have done.

Article 4. I, Mary Wiatt Yarborough, do give and bequeath to Addie Currier Huske my unique talent for extracting back dues, to help her in financing the Muse, and to Mary Wilson Bohannan my "gift of gab" to help her bluff through Mr. Way's Philosophy as I have done.

Article 5. We, Dorothy Nixon and Julia Winston Ashworth, do will and bequeath to Elizabeth Higgins Ballou, Margaret Lucile Dempsey, and Van Cleve Wilkins, our cherished and sun-shiny room, No. 11, Senior Hall, to be a dump heap and a place to have Senior meetings and parties.

Article 6. I, Muriel Dougherty, do hereby assign to Caroline Pasteur Holmes, my rheumatic victrola and worn out records, notably the "Sweetheart of a Sigma Chi" and the "Sheik," to inspire her while studying with the view of winning the Niles Medal.

Article 7. I, Elizabeth Lewis Lawrence, with deep regret do hereby will to Evelyn Lee Way, my beloved and much used bubble pipe with which to while away some of the many hours she wastes when she should be studying.

Article 8. I, Frances Springer Hoskins, do will to Elizabeth Bryan Rose my comfortable bed that sinks in the middle.

Article 9. I, Eva Lee Glass, do will to Helen Bond Webb, my fascinating trinkets, to hang around her neck to amuse her in chapel.

Article 10. I, Minnette Gordon Thompson, do will to Ida New-som Hinnant my capacity for shining for the Sigmas.

Article 11. We, Eugene Marion Wise and Mary Louise Harding, do leave to Grace Elizabeth Barbour and Nellie Wynne, our habit of continually trotting down town and calling with the hope that they will take every opportunity of exercising their Senior privilege.

Article 12. We, Kitty Lee Frazier and Dariel Beatrice Woode-son do bequeath to Claudia Jones the only privilege which the other Seniors cannot claim in common with us, namely not having to go to Chapel.

Article 13. I, Susan Virginia Fitchett, leave to Virginia Gray Thigpen my alarm clock, hoping she will emulate my studious habits.

Article 14. I, Josephine Lewis Forbes, do will to Van Cleve Wilkins, my pleasant task of illustrating the Annual.

Article 15. I, Hilda Grace Turrentine, leave Leone Hines my numerous Kinston dates.

Article 16. I, Elizabeth Warwick Cheek, leave to Edith Emogene Riddick my propensity for acquiring the mumps at inopportune moments, with the hope that it will not necessitate her missing the Junior-Senior banquet.

Article 17. I, Louise Aiken Egleston, do bequeath to Lucy Lay, my pen of a ready writer.

Article 18. I, Helen Porter Budge, do will to Laura Clark Smith my business ability.

Article 19. We, the Senior Class, do will and bequeath to "Sweet William," our undying friendship and sincere thanks for his constant guidance during our stay at Saint Mary's.

Signed, sealed, published, and declared by the testator, the Senior Class, at its request and for its last will and testament, in the presence of each other, having hereunto subscribed our names as witnesses, this twenty-second day of May, nineteen hundred and twenty-two.

Witnesses: LOUISE AIKEN EGLESTON,  
ELIZABETH LEWIS LAWRENCE,  
FRANCES SPRINGER HOSKINS.

### **Alumnae Who Attended Commencement**

Among those here to attend the Saint Mary's School Commencement exercises were: Miss Anne Kirtland, of Jacksonville, Fla.; Miss Marjorie Nixon, of Hertford; Miss Winifred Waddell, of Manchester; Mrs. George Marshall, Jr., of Jacksonville, Fla.; Miss Alice Cheek, of Henderson; Miss Frances Venable, of Chapel Hill; Miss Elizabeth Lay, of Chapel Hill; Miss Elizabeth Tucker, of Plymouth; Miss Nina Burke, of New Iberia, La.; Mrs. F. H. McDonald, of Miami, Fla.; Mrs. Kemp Lewis, of Durham; Mrs. McRae, of Chapel Hill; Mrs. W. A. Erwin, of Durham; Mrs. Jack Glenn, of Winston-Salem; Mrs. W. N. Everett and Mrs. Isaac London, of Rockingham; Mrs. Alston, of Chapel Hill; Mrs. Watkins Robards, of Sanford; Mrs. Robert Davis, of Henderson; Mrs. J. S. Holmes, of Chapel Hill; Mrs. Walter Wichards, of Norfolk, Va.; Mrs. Richard Stokes of Lynchburg, Va.; Misses Dorothy Baum, of Salisbury, Md.; Rainsford Glass, of Orlando, Fla.; Mabel Norfleet, of Tarboro; Novella Moye, of Greenville; Nancy Hart, of Tarboro; Jane Toy, of Chapel Hill; Katherine Batts, Tarboro; Josephine Osborne, of Charlotte; Katherine Drane, of Edenton; Olive Hughes, of Henderson; Rebe Shields, of Scotland Neck; Mary Yarborough, of Louisburg; Katherine Waddell, Manchester, N. C.; Ellen Gibson McRae, Concord.

### **Class of 1918 Holds a Reunion**

On the day that the girls of the Class of 1918 graduated from St. Mary's they agreed to come back for the Commencement of 1922, for that was the Class to which they had just presented their colors of black and gold.

And so in accordance with this agreement, four of the out-of-town members of the Class returned to the School on Saturday, May 20th, to get together again and to talk over the events of the past four years. The front ward in the Infirmary was turned over to them, and Miss Alexander was a most charming hostess. Those who came for the reunion were: Misses Aline Hughes, Novella Moye, Katharine Drane, and Mrs. Richard C. Stokes, who was Helen Laughinghouse. A letter was received from "Ravie,"—Estelle Ravenel, and telegrams from Agnes Pratt and Gertrude Pleasants telling of their regret at not being able to be present.

There was no special stunt staged by the Class. At the Muse meeting held on Sunday night, which was informally presided over by Katharine Drane, the members of the Class sang a song hastily composed for the purpose by Aline Hughes. On Monday at the Alumnae luncheon the three town members of the class—Misses Bessie Folk, Katherine Hughes, and Mrs. Ross Pillsbury, (Maude Miller)—met with the other four girls and they all sat together at a table especially reserved for them. When Mrs. Way, the toastmistress of the occasion, referred to the reunion of the Class, Aline Hughes responded with a short talk.

All of the girls who came back agreed that reunions were just fine, and they decided to try to get every member of the class back for the Commencement of 1928.

K. D.

# Saint Mary's School Bulletin

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A bulletin published quarterly in December, February, April and June, at Saint Mary's School, Raleigh, N. C., in the interest of the students and Alumnæ. Address all communications to

THE SAINT MARY'S SCHOOL BULLETIN,

SAINT MARY'S SCHOOL,

Correspondence from friends solicited.

RALEIGH, N. C.

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COMMENCEMENT NUMBER, 1922

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## *Editors*

*Epsilon Alpha Pi*  
LENORE POWELL

*Sigma Lambda*  
LUCY LAY

## *Associate Editors*

LOUISE HAIRSTON

ELIZABETH LAWRENCE

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## EDITORIALS

At Commencement time the Saint Mary's skies seem bluer, and our friends seem nearer and dearer than ever before. It is hard to part—after a school year has spent itself, has made for itself its memories and its individuality, and has printed itself indelibly on our hearts—the Seniors bid good-bye with a prayer in their innermost selves for their Alma Mater, and tears in their eyes for the finest of days that are over. To those more than lucky girls who are coming back to take their places in Senior Hall, it should bring a joyful promise of the year to come, of friendships renewed and the possibility of even finer accomplishments in the future. It should bring new and greater loyalty to St. Mary's—it should, more than anything, be a time of tears and of smiles. L. P.

Will you allow me space in which to make an appeal for greater interest on the part of the Alumnæ in direct co-operation with the officers of the School in the matter of personal news of every alumna of the School, past or present?

Much work has been done and will be done this summer in an effort to publish a complete catalogue of all alumnæ of Saint Mary's,



and much of the desired information can be obtained only through the old girls.

The suggestion is this: To perfect class organization by the election of a really efficient Class Secretary—one who has so much real school spirit that she will keep in touch with every member of her class, and with all other schoolmates, for that matter, and will send to the officers of *THE BULLETIN* from time to time all bits of information that she gleans. *THE BULLETIN*, for its part, will be glad to open a department—"News from the Classes and from Others"—and to publish therein all interesting information.

It is of much interest to the girls of her time to know that M. McC., now Mrs. M., is going abroad this summer with Miss Fenner, of the School Faculty; or that Mrs. Gov. B. is carrying out her own wishes and the noble impulses of her lamented husband by allying herself with the State organization in definite work for Social Service.

W. E. S.

## SCHOOL NEWS

### Contests of the Literary Societies

On Monday, May 8th, was held the Annual Inter-Society debate of the Epsilon Alpha Pi and the Sigma Lambda Literary Societies. Miss Josephine Rose, President of the Sigma Lambda Society, presided. The query was: "Resolved, That dependent children can be better cared for in private homes than in orphanages." The debaters were Lenore Powell and Louise Egleston, affirmative, representing the Epsilon Alpha Pi Society, and Adna Lee Bailey and Lucy Kimball, negative, representing the Sigma Lambda Society. The affirmative upheld their side with dignity and displayed a superior command of English. Those upholding the negative had the advantage of an array of statistical material, so had to rely less upon sentiment and persuasion. The judges, Miss Mary Owen Graham, Rev. I. Harding Hughes, and Mr. Marshall LeLancey Haywood, decided unanimously in favor of the negative. At the close of the debate Miss Rose announced the result of the inter-society short story, essay, and poem contest. The judges, Miss Bertha A. Morgan, Miss Frances Bottum, and Mr. William E. Stone, had also decided in favor of the Sigma Lambdas. These two decisions won for the Sigma Lambda Society the cup for the year 1921-1922. We herewith give the story, essay, and poem that won the honors.

### "BRUTUS WAS AN HONORABLE MAN"

Cherryville was excited! With one accord, the populace had turned out to see the installation of a brand-new motor truck in the shed of the local fire department. The town boasted two thousand progressive citizens, and this new safeguard of public property was their latest progressive move.

But that was not all. Untried as yet, but ready and waiting to be called upon, towered the new siren whistle over the shed. It replaced the big bell, now cracked and rusty, which had served the

hand and bucket brigade so faithfully for many years as a fire alarm. And now all was ready; and fire could be coped with successfully henceforward. And that was why Cherryville was excited!

Now Julius Brutus viewed all these proceedings with a mixture of satisfaction and anxiety. He was a true son of Ham,—aged ten years and two months (and nine days, to be exact); and his street life had sharpened his darky wits to a remarkable degree. The most attractive things about Julius Brutus, all agreed, were his eyes, their sparkling black pupils set in white circles which were big enough to suggest even such things as the dog with saucer-eyes, so vividly described in the “Tinderbox”; and his pearly white teeth, almost always visible to any one who came within range of J. Brutus’ sparkling eyes. For J. Brutus was a cheerful soul and smiled consistently on the world, in rain or shine.

Julius Brutus, we observed, was both satisfied and anxious over the latest event in Cherryville. He had witnessed the mock fire drill when the new truck first arrived. And he had been immensely pleased and thrilled! So much pleased and attracted was he indeed that at the very first pause in the drill he squirmed through the watching crowd on the sidewalk and climbed quickly and skillfully up on the truck. There among the coils of the big hose nestled Brutus, the dauntless, and the truck bore him off to the nearest water hydrant. Down sprang the men who were trying out the engine; and off came the hose, rolling, tumbling out of the back of the truck as the end was dragged to the hydrant. And also out rolled Julius Brutus, unwinding and wallowing in the dust of the Cherryville Main street before the excited and amused eyes of half the village! For Aunt Cindy, his mother, that was enough! Gathering up her shaken and dusty offspring, she hastened home to whip him because as he said afterward “she was so glad I warn’t kilt!”

His father talked long and volubly of the new equipment over their peas, bacon, cornbread, and coffee that night. “Yas sir and when dat air siren whistle blows yer Uncle Pete’s gwine ter be right dar! Dat whistle makes a pow’ful lot er noise. Befo’ de Lawd she do sound terrible!”

Julius Brutus sat up and took notice. This was the first he had heard of a new whistle.

"What become o' de bell?" he inquired anxiously.

"Law, chile, dat ole bell she cracked long ago," put in Aunt Cindy. "Ain't you hearn tell o' de new whistle?"

"Naw'm. They ain't blowed it yet."

"Naw. But you jest wait. Hit'll blow and scare you plumb out o' yer chair when it do," she declared, emphatically.

Now, Julius Brutus was not afraid of many things. But this new siren whistle became on the spot a thing of terror for him. He began to dread the talk of a fire. The whistle must be awful. Pete said it was—sounded "jest like somebody a-dying an' a-moanin'." And so Brutus came to dread what he had wished for at first—a real occasion for the spectacular fire-drill, to which he had been an unfortunate party on one occasion. He waited in much the same way that William Green Hill, in Aunt Minerva's hall, waited for the bell of the newly installed telephone to ring; only Billy's waiting had been of a happily expectant variety, and Julius Brutus' long season of waiting was of an entirely different nature—gloomy, "trembly."

Luck favored Cherryville and the timid-in-that-respect Julius Brutus for a while. Kerosene lamps consistently refused to be overturned by frisky cows; excelsior refrained nobly from setting fire to chimneys and roofs, though burnt at a furious rate in any one's front parlor grate; and hot, stuffy attics could not be induced by any means to "spontaneously combust." Fire did not break out in Cherryville for many months.

But all good things must have an end. The peace and comfort of the village suffered a jar one summer morning, when a particularly full wood-box, standing perilously near Mrs. Brown's kitchen range, smoked up and then blazed up in a brisk little conflagration! The alarm was sent in, the neighbors frantically notified, and—

Aunt Cindy, with her hands in the dough, stopped her work suddenly as she heard it, rolled her white eyeballs with their Brutus-like pupils, and then:

"What dat?" called her offspring from the next room, with a shade of interest in his voice.

"Blest my soul, if it ain't a fire!" she answered, almost delightedly. "It's dat ole sireen whistle!"

Julius Brutus stood and rolled his eyes a moment, undecidedly. Then, as the breeze bore home to him the deafening moans of Madame Siren, he gave one short whistle of his own, snapped his fingers happily, and with the broadest of ear-to-ear grins on his black face, he ran swiftly down the street.

"It never rains but it pours," the gloomy inhabitants of Cherryville would quote, sadly, to themselves and their families with every fresh outbreak. The novelty was beginning to wear off the thing now. Three fires in a week? Well, such things did happen sometimes, they supposed. But why? Weren't people just as careful now as they had always been—as they had been several months ago, when the fire-truck was new and nothing ever happened to call for the heroic work of its volunteer crew? It was not the loss of property—that did not matter much, or had not yet, so far. It was generally chicken-coops, carriage sheds, and seemingly impossible things which caught. The last occasion had called the city's firemen to the rescue of several unused dog-kennels in somebody's back yard. Nothing serious, of course, but it was getting rather monotonous—in fact, boring—to the inhabitants to be "screamed" out of bed or out of office by the warning whistle, to see somebody's bee-hives or chicken-coops being valiantly sprayed, and the sitting hens spectacularly rescued. Something had to be done about it—and something was about to be done about it, when suddenly it stopped. For five whole days Cherryville was allowed a respite. And then, on the sixth—

Well, anyhow, on the sixth the Mayor held a spoonful of soft-boiled egg about an inch above the cup, suspended it in mid-air, and sniffed.

"Isn't that fire I smell, my dear?" he asked his wife.

"Why, I don't know—yes, I believe it is!" and she hurried out through the pantry door, followed at a distance of a few yards by her slow and portly husband.

"The wood-shed, William!" she called, excitedly, as the flames met her eyes.

"By Jove, it is!" he answered, hurrying his steps. "Better turn in the alarm, my dear," and he seized a bucket of water from the shelf by the porch pump, and hurried in the direction of the smoking wood-shed.

It was soon over, and the hot and exhausted Mayor was looking over the slightly damaged out-house and woodpile, talking things over with the chief.

"Pretty fishy, chief, I think," he remarked, shaking his head, thoughtfully.

"Darned queer, I say!" answered his right-hand man.

"And yet, what could be the reason?" the Mayor was musing. "Incendiaries generally go after big things."

"Keeps the folks in a sight of a stir about who will be the next to get burnt out," the chief answered, ruefully. "Investigate, I say!"

"What's this?" Mr. Mayor suddenly exclaimed, his eye lighting upon a conveniently placed clue.

"Well, I'll be jiggered!" exploded the officer, stooping to examine the object of the Mayor's surprise. The Mayor stooped, too, and over the edges of the woodpile their eyes met with a sympathetic gleam of understanding and enlightenment. For there, right under the corner of the shed and in full view (though till now entirely overlooked), was a neatly arranged pile of charred splinters and traces of kerosene on the dry earth around it.

The Mayor walked slowly down the street to his office that morning. Things were on his mind. And something that he had never met with before had cropped up in little Cherryville. A problem not easy to solve had presented itself to the Mayor, and he was struggling over the solution.

Walking with his head slightly bent and his cane hanging loosely from the crook in his arm, he was oblivious to the crowd he was approaching. Several small boys, colored and white, were engaged



in shooting marbles on the smooth sidewalk. Intent on their game, they did not notice the Mayor's approach, but continued their shooting and conversation.

"And the wood-shed 'most burnt up this mornin', up to de Mayor's," remarked one.

"Yessir, and they say it wuz the beatinest sight to see him totin' a bucket er water out thar."

The Mayor pricked up his ears.

"Your shot, Julius Brutus. Did you go ter the fire?"

"You bet. I lak 'em. Wish dat whistle 'ud blow ev'y day!"

The Mayor did not stop. He walked sedately and discreetly on. But in his eyes was the first gleam of understanding—the new development in the case.

During the day he called his wife on the telephone.

"My dear" (he always called her "my dear"—only that it sounded like "m'dear," with a big accent on the "dear")—"My dear, is Aunt Cindy washing for you today?"

"She is that! In the back yard right now," she answered.

"Well, when she gets through, tell her to get that lazy husband of hers and Julius Brutus and come to my office."

"Yes, dear; you want to pay her off?" she inquired.

"Well—yes, I do," the Mayor assented, relieved that she suspected nothing else and was not inclined to question the object of this interview.

At 1 o'clock Aunt Cindy presented herself, puffing and blowing, but with the profoundest of courtesies, before the Mayor's desk.

"Good morning, Aunt Cindy," the "Judge" spoke, kindly. "And where are those two men of yours?"

"Dey's out yonder, suh. Want 'em ter come in?"

"Yes, Aunt Cindy; call them in."

She went to the door, and, while she was inviting the gentlemen in, the Mayor pushed a button on the wall.

"Sit down there, Dobbs," he said to the young clerk who answered his ring. "I'll need you for a witness in this case. But, mind you, it's private. Not a word about it outside this office!"

The young man nodded. He didn't get the "hang of things." But, then, his chief was in the habit of doing hasty and inexplicable things. This was just another one of them, he guessed.

"Sit down there in front of me, Julius Brutus," the chief commanded, as the trio reëntered the office. He motioned the mother and father to a bench by the wall. Then, very leisurely and luxuriously, the Mayor leaned back and, knocking the ashes from his cigar end, regarded the mystified Julius Brutus.

"Good many fires going on around here lately," he observed, briefly and casually. The occupant of the chair in front of him gave the quickest of nervous starts, and then quickly recovered himself. With the brightest of black and white grins, he answered:

"Yas, suh; I have been gwine to 'em."

"'Bout the first one there every time, aren't you, Brutus?" The Mayor led him on.

"Yas, suh—to help put 'em out!" Julius Brutus was fast regaining his composure. Then, suddenly, the Mayor dropped his skillful and insinuating tactics. His face took on a look of stern ferocity as he banged his fist on the table and looked at the culprit.

"Why did you set my woodshed on fire this morning?" he thundered.

Julius Brutus jumped as if something had shot him. His mother and father sat, horrified, frightened, speechless, against the wall. Dobbs looked on, amazed, silent.

Julius Brutus grabbed the sides of the chair; he steadied himself; he swallowed; then he looked up to meet the accusing eyes of the Mayor across the table and to see that powerful fist doubled up, still where it had landed a minute before, and dropped his eyes. All was still for a moment, and then, slowly:

"Well?" said the Mayor.

Then Julius Brutus got up; he took a step forward from his seat, and threw his head back, and very defiantly and clearly came the shocking words:

"Because I laks ter hear dat whistle blow!"

The "Judge" was quite taken aback. He expected lies, and he got the truth; he expected a shameful cowardice, and he met a bold defiance on the part of the undaunted Julius Brutus. The pair on the bench were regaining their power of speech.

"Wal, I never!" ejaculated Pete, surprised, but not particularly anxious concerning the awful consequence of Julius Brutus' crime.

But Aunt Cindy was down on her knees. "'Fore de Lawd, Marse Mayor, I never knowed he done it! He ain't 'sponsible! I'll pay yer for it—an' I'll beat him, too. But, Lawsy, Massa, don't send him to jail!" she pleaded.

"That's what they generally do with incendiaries, Aunt Cindy," the Mayor remarked, coldly.

"I dunno 'bout dat, Massa, but he ain't one! He's jest my only little boy! He's jest Julius Brutus, and it's Cindy's fault fer not watchin' him. Lemme have mah child, Massa, and I'll do better by him!" she vociferated.

Julius Brutus slipped one grimy arm around her old neck and tried to stop her sobs. The Mayor was touched. Suppose he had not taken proper care of his own boy, to keep him out of the streets and out of temptation! His voice softened.

"Get up, Aunt Cindy," he said. "Nothing is going to happen to your boy unless he says so."

Julius Brutus prudently kept silent. The Judge again addressed Aunt Cindy:

"How long have you been washing for my wife?" he inquired.

"Nigh on to twenty years, suh," she answered, relieved at his kindly inquiries, and wiping away her tears. Suddenly the Mayor broke off again:

"Has Julius Brutus got any sense, Aunt Cindy?"

"He has dat, suh; he one of de brightest, smart young 'uns I ever see!" Julius Brutus nodded in assent. The "Judge" was impressed with his prisoner and the pleading mother.

"See here, Julius Brutus; it's up to you. You can have a chance. I'm going to give you one. You'll take your choice of going to a home for bad boys, where you'll learn not to make any more fires; or

you'll come up to my house to work—to do whatever I want you to do—cut the wood and make all the fires we have—in the grate. Take your choice!”

Brutus' face lit up with the joy of relief and expectation. He regarded his benefactor with a smile of appreciation, and, with the slightest symptom of a twinkle in the sharp black eyes, said:

“I'm choosin' yer woodpile, Judge.”

The Mayor laughed long and heartily. The three waited till he was through. Then he turned to Aunt Cindy.

“Unless you and Pete tell this, it won't be known, because it's a secret between Julius Brutus and the Mayor, and they aren't going to tell. Send Julius Brutus to my house to work early tomorrow morning. That is, if he is going to do better. Are you, Brutus?”

“Yassir, you bet!” he answered, gratefully.

“And is there anything else you'd like before you go?” inquired the Mayor.

“Yassir.”

“What is it?”

“I'd like to hear the sireen whistle blow!”

And that is the reason why the fire whistle in Cherryville (for no reason that the citizens could fathom) blew steadily for fifteen minutes one summer afternoon.

LOUISE EGGLESTON.

1492

Silver sails on a silver sea,  
A path of sparkling sheen;  
Light on the boss of tall mast tree,  
Glimpse of a far-down green.

Three small ships on oceans wide,  
Sailing to unknown seas—  
When will they move to flow of tide  
Or feel the soft land breeze?

The weary days and weary nights  
There on the lonely sea;  
Naught but the stars' cold, shining lights,  
Their pennons waving free.

Early sun on the shining sea,  
With low, green land ahead;  
Welcome sight of a waving tree,  
Earth for the touch of lead.

A new world spreads before their eyes,  
Green tree and golden sand.  
Backward each small bark homeward hies,  
To tell of new-found land.

EVA LEE GLASS.

## FOLK SONGS OF THE AMERICAN NEGRO

We who have so often been lulled to rest by our mammies' quavering voices have seldom realized the value of the quaint and charming lullabies they sang. We have almost overlooked the fact that these folk songs are the greatest gift which the African race has contributed to our America. Song has always been an outstanding characteristic of the negro, from the savage of the jungles to the negro of today.

The first slaves were brought to America in 1619, before the Pilgrims landed. These broken-hearted strangers, through their bitter sorrows, comforted their souls with songs. They developed their primitive tribal melodies in their new environment and laid the foundation of the rich and varied folk lore of today.

Song was to the negro the sole means of expressing his emotions and feelings, and he has made splendid use of this unique means. We may more easily understand him from a careful study of his songs, for they portray his character to perfection. We may form the truest judgment of his character and disposition from them, for they are songs which are intimately connected with the singer's work and his play, his joy and his sorrow; and they are his expressions of things temporal and spiritual. With song, he has covered his life, evoking joy, beauty, and hope from within himself.

The negro folk songs cover such a wide range of feeling that one scarcely knows where to start. One finds lilting, soothing lullabies crooned by a loving mother to her baby, vital, martial work songs, catchy corn-shucking and cotton-picking songs, love songs, and, lastly, those which have been proved most beautiful and worthwhile—the spirituals.

The cotton and corn harvesting melodies constitute a class most interesting to many. For, as Carlyle has written, "Give us, oh, give us the man who sings at his work! Be his occupation what it may, he is equal to any of those who follow the same pursuit in silent sullessness. He does more in the same time—he will do it better—he will persevere longer." In many cases a man with a good voice was



paid to lead the negroes in singing at their work on the plantations, simply because they did their work more skillfully and because they were kept in the best of humor. Most of these work songs are simply spontaneous lines characterizing an impulsive overflow of high spirits, and full of local allusions. They moulded monotonous toil into a form of rhythmic life.

While the working-songs are practically all the reflection of a happy life of toil, the spirituals, which have been judged the most musical, are permeated with a strain of suggestive sadness. But these, curiously enough, never seem to convey a spirit of revolt or hopeless despair. At moments, even in the most despairing of them, there floats out a triumphant note as if the veil of darkness suddenly had been lifted and some fair world beyond had revealed itself. One of these inspirational moments is readily to be perceived in the following song, the first line of which is sung in recitative style, while the other lines, serving as a refrain and repeated several times, convey the mood characteristic of the plantation negro, the momentary drifting from sadness to joy:

Nobody know who I am, who I will be till de comin' day;  
O de Heav'n bells ringin',  
De sing-sol singin',  
Heav'n bells a-ringin' in mah soul.

In a general way, we know how they were produced. Most were slowly and painfully put together at religious meetings. One person sang a phrase and other voices joined in the answer, and thus a new song was worked out, composed by many. This was generally the case; so we are not able to attribute one song to an author, except in a very few cases.

"Swing Low, Sweet Chariot," which is one of the best-loved of the spirituals originated in the soul of an old negro, Sarah Sheppard. Almost crazed by the thought of being separated from her baby, who had been sold to a new master, she was hurrying to a river to drown herself. An old mammy stopped her and spoke earnestly: "Don't you do it, honey; don't you do it. Jest you wait and let de chariot of the Lord swing low." The words had such an effect on her that

she gave up her design and allowed herself to be carried off. But with those words she comforted herself, and the song grew in her heart and passed to others, until it reached its final state.

The origin of "Steal Away to Jesus," another spiritual, is also very interesting. A band of slaves who had been in the habit of going across the river from their plantation for services at a mission, were told by their master for several reasons not to go. He feared that the missionary might try to induce them to run away. But the slaves could not forget the gracious words of the missionary, and they decided that they would go in secret—that they would steal away to Jesus, as one expressed it. And so the song began. Whenever there was to be a service, the negroes would chant softly at their work about sunset, "Steal Away to Jesus." At night, when all was still, they crept from their cabins to the river, and rowed swiftly across, singing as they went, so that the missionary would know of their approach, and then on the other side they would lift their voices and sing from the depths of their hearts:

Steal away, steal away, steal away to Jesus.

Steal away, steal away home.

I ain't got long to stay here.

My Lord calls me, He calls me by the thunder,

The trumpet sounds within-a my soul;

I ain't got long to stay here.

By these two examples we see that there was gloom as well as sunshine in the life of the slaves, and so we have songs that are gay as well as grave. Their most important and noteworthy characteristic is one which is impossible to put on paper. The musical manner in which they are sung by their creators and their descendants is inimitable.

In a study of the hundreds of folk songs, we would notice that the finest ones are the fruits of suffering undergone and the hope of deliverance from bondage at death. We would also notice that there is practically no middle ground; they express the two extremes of emotion, joy and sorrow. We would be made to realize that they are the expressions of the true life of a people.

About eighteen hundred and fifty, when these songs were first noticed to a large extent, they began to exert an influence on American popular music which has continued to this day.

At first this influence showed itself in the songs which were written for the popular minstrels of that time. The writers employed their rhythm, keys, and dialect, to produce many catchy songs. The most notable and important of these productions is Dixie which was written for the Emmett Troup. From that time on, the folk songs influenced our popular songs and many have claimed that these gave the vital stimulus to the ragtime of today.

Stephen Foster, of Kentucky, who has been called the American Song Writer took these melodies and derived from them many appealing melodies such as "Old Black Joe," and "My Old Kentucky Home." He used the melodies as models rather than as material from which to take ideas, in them we do not find parts of the originals, they are songs which embody the spirit of the negroes rather than songs which are exactly like them in all respects.

Among the many composers who have used the folk songs as material for music of great artistic worth, Antonin Dvorak ranks highest. The famous Bohemian composer, while he was making a visit to America heard some of these songs, and decided to write a symphony to show to the world their untold importance as themes for musicians. He gave his production, "The New World Symphony" to the world shortly afterward, explaining how he had drawn his themes straight from the music of the southern plantation negroes. At that time he wrote: "I have been led to believe that these melodies are the most musical and beautiful songs to be found this side of the water, by the fact, that most Americans unconsciously express the same belief. What songs would stop an American when he was in a foreign land? They are few, but the most potent and beautiful of them are the so-called plantation melodies."

It is fitting also to mention here, Samuel Coleridge Taylor, though not of American birth, he is of African descent and has shown himself most interested in the development of compositions from these songs as themes. He has taken many negro melodies and evolved

from them charming compositions. His piano transcriptions of "Sometimes I Feel Like a Motherless Child," and "Steal Away to Jesus," are really gems of their class.

But of the large number of composers who have worked on Dvorak's theory, the one in which we are most interested is an American negro, Henry T. Burleigh. As a small boy he was so much interested in music, that he once became very ill with pneumonia, because of exposure, when he stood knee-deep in the snow outside of a house where there was a concert. This fact brought him to the attention of several people who immediately set about giving the boy the music he craved without endangering his life. He was given a scholarship at the National Conservatory of Music in New York, and it was there the friendship between the young colored man and Antonin Dvorak was formed, Dvorak being musical director of the Conservatory. It was Burleigh's singing of the old Negro melodies which gave to Dvorak that contact with Negro folk-music which formed the background for the themes of his own creating in the New World Symphony. As a concert singer he always used some of the folk songs and looked upon them as living proof of the triumph of the spirit of the negro over oppression and humiliation. He has transcribed many of the old melodies and composed new ones, of great artistic worth.

The most important value of the songs is the fact that they are true folk songs and as nearly as it is possible for any to be so, they are American folk-songs. Dr. Henry E. Krehbiel, one of our most eminent musical critics, is a strong supporter of this theory. He writes: Is it not the merest quibble to say that these songs are not American? They were created in America under American influences and by people who are Americans in the same sense that any other element of our population is—every element except the aboriginal element. And Science seems to have answered that even the red men do not constitute an aboriginal element. The 10,000,000 negroes in the United States are native-born, and speak the language of Ameri-

can folk songs. The songs are folk songs in the truest sense; that is, they are songs of a folk, created by a folk, giving voice to the emotional life of a folk; for which life America is responsible.

Musicians have never been so conscious as now of the value of folk song elements. Music is seeking new vehicles of expression and is seeking them where they are most sure to be found, in the field of the negro folk songs. This field of ours is most fertile and should be cultivated. There is no doubt that America has proved to be the gainer musically from the unfortunate people first brought to this our country as slaves.

LUCY FITZHUGH LAY.

## Recitals in Music Department

### Miss Egleston in Certificate Recital

Miss Louise Egleston was presented in a piano recital by her teacher, Mr. William H. Jones, director of Music at Saint Mary's School, in the Auditorium on the evening of Saturday, April the 22d. She was assisted by Miss Evelina Beckwith, who sang charmingly a group of Bird Songs by Liza Lehman. Miss Egleston showed her artistic musical ability in the rendition of her recital which was the culmination of her work for a certificate in piano. The program follows:

Sonata—Opus 13, First Movement.....	<i>Beethoven</i>
Polonaise in C Sharp Minor.....	<i>Chopin</i>
Arabesque No. 2.....	<i>Debussy</i>
Country Gardens .....	<i>Grainger</i>
Bird Songs.....	<i>Liza Lehman</i>
The Woodpigeon	
The Yellowhammer	
The Owl	
Romance .....	<i>Schumann</i>
Concert Waltz .....	<i>Moszkowski</i>

### Certificate Recital

On Wednesday night, May the 10th, Mr. William H. Jones presented Miss Bessie Brown, of Greenville, N. C., in her Voice Certificate Recital. Miss Brown sang with lovely, smooth tone, emotional depth and varied expression. Naturally gifted with unusual vocal powers which give promise of a singer of rare qualities, she showed splendid interpretative ability, as well as technical ease and finish. She was ably assisted by Miss Helen Powell, pianist who played Mendelssohn's Rondo Capriccioso with understanding. The program follows:

Voi Che Sapete.....	<i>Mozart</i>
Turn Ye to Me.....	<i>Old Scotch Melody</i>
Minnelled .....	<i>Brahms</i>
The Lorelei.....	<i>Liszt</i>
The First Primrose.....	<i>Grieg</i>
Rondo Capriccioso.....	<i>Mendelssohn</i>



Micaela's Aria from Carmen.....	<i>Bizet</i>
Lullaby.....	<i>Cyril Scott</i>
The Answer.....	<i>Terry</i>

### Alumnæ Luncheon

On May 12, 1922, the annual Alumnæ Luncheon was held in Saint Mary's dining-room to celebrate the founding of the school in 1842. Several long tables were reserved for the Alumnæ, a large number of whom were present. The students, dressed in white, occupied the tables surrounding the Alumnæ. Mr. Way was a delightful toast-master, and the responses from the Alumnæ and officers showed a great amount of feeling and Saint Mary's spirit. After the responses of the Alumnæ, the present Senior Class was well represented by a clever little speech from their president, Mary Louise Everett. After the various toasts, "Hail Saint Mary's" was sung, the school was dismissed by Miss Morgan, and the Alumnæ adjourned to their meeting in the parlor. M.

### School Party

On May 13th, the school was invited to the "Class Party" in the parlor. Strange to say, it was not an occasion of gayety. The various classes came into the soft-lighted parlor singing "In a Grove of Stately Oak Trees." First came the Preps dressed as little girls; following them, the Freshmen, dressed in white with purple and lavender ruffs and caps; the Sophomores next in line wore white with green and white ruffs and caps; next came the Juniors wearing a maid's costume of scarlet and grey decorated with a "23." Finally, a slow procession of cap-and-gowned Seniors entered the room and were seated in a semi-circle at the end of the parlor. After an address of welcome by Miss Everett, President of the Senior Class, the following program was carried out:

Responses and Class Songs.

The Senior Medley.

Echoes of the Year.

On Bobbing the Hair.

Spring Clothes.

I Don't.

Sweet William.

Echoes of the Junior-Senior Banquet.

An Appreciation.

Toasts.

Then the Junior-maids served an ice course which was followed by "Farewells" and "Alma Mater." Each girl, brushing away tears from her eyes, with a sob bade the Seniors good night and wished them much happiness as *alumnæ*.

The Chorus Class appeared before the Raleigh public on Monday night, the 15th of May in Gilbert and Sullivan's popular comic opera "The Mikado." We quote from the *News and Observer* of the following day:

The presentation of Gilbert and Sullivan's "The Mikado" by the chorus class of Saint Mary's School in the school auditorium was a splendid success. continuous bursts of applause during the performance being well-merited by the young ladies. An audience that taxed seating accommodations and standing room to capacity heartily enjoyed the feminine version of the popular opera.

As is well-known, the success of "The Mikado" hinges largely on the work of Ko-Ko, Lord High Executioner of Titipu, who bears the comic burden of the light and tuneful piece and must possess laugh-provoking ability. Ko-Ko in the person of Miss Muriel Dougherty did not fail. This young lady turned out to be a comedienne of pleasing ability, and despite her vocal shortcomings played the part of Lord High Executioner in such a manner as to bring private comments of "Isn't she cute?" "Wasn't she fine?" etc. Misses Josephine Gould and Sarah Harrell played the other two comic roles, those of Pooh-Bah and Katisha most effectively.

Miss Bessie Brown, as Nanki-Pooh, sang the tenor parts of the second trombone with a clear and high-pitched voice. Pleasing in the vocal work were the three wards of the Lord High Executioner, Miss Eunice Stockard as Peep-Bo, Miss Helene Higgs as Pitti-Sing, and Miss Marjorie Page as Yum-Yum. Miss Page and Miss Evelina Beckwith as Pish-Tush were given much applause for their fine acting and singing.

The artistic scenery was painted by the art students. This and the colorful costumes of the chorus of nobles and girls added much to the harmonious effect of the production.

Mr. William H. Jones directed the performance in his excellent manner, assisted by Miss Ethel Abbott at the piano and by the Ray orchestra.

We feel that much credit is due the chorus, and especially to Miss Weeks who worked untiringly and patiently over the production for several months.

#### **"The Cross Triumphant"**

On May 10th in the Cathedral Close at Washington, D. C., a pageant was given for the benefit of the endowment fund for Saint Mary's School. It was the work of the Saint Mary's *Alumnæ* and

other generous friends of the School in Washington, and the rest of us still stand a little awed at the daring of the undertaking and the immensity of the production.

We feel that Mrs. W. C. Rivers, Mrs. Carey Brown and all the other splendid workers have done a far-reaching service for their Alma Mater; for the beauty of the conception, the magnificence of the costuming, the finished quality of the presentation and the distinguished personnel raised the event to one of national interest.

"The Cross Triumphant" was written, at the solicitation of Mrs. Rivers, especially for Saint Mary's, by Mrs. Marietta Minnegerode Andrews and in seventeen scenes depicts the history of the Church from the time of Joseph of Arimathea to the present day, with interludes showing the influence of Art, Music, Drama, and Poetry on religion.

The spirit of reverence with which the wonderfully spectacular scenes were given found a fitting climax in the last scene. Here a cross, illuminated, on the heights was surrounded by angels, while at the foot clustered all the participants in the pageant, monks, crusaders, explorers, Indians, bishops, nearly a thousand in number, all with arms outstretched to the cross while the Doxology was sung.

One scene of especial interest was "The Founding of Saint Mary's School," representing the opening day of school; an old stage coach, piled high with old-fashioned luggage arrives, bringing the first girls, who are delightfully costumed in the quaintest of dresses, pantalettes and pan-cake hats. They are met by Dr. Aldert Smedes, the founder, Mrs. Smedes and several teachers and girls and are given a welcome to the school. Miss Ethel Bagley sponsored this group and several who took part in it were real Saint Mary's descendants.

It is hoped that this beautiful pageant may be reproduced some day in the fitting setting of Saint Mary's grove.

ANNIE ROOT VASS.



